

**AN ANALYSIS OF FACTORS AFFECTING LEARNING OUTCOMES OF PUPILS
IN KASOA**

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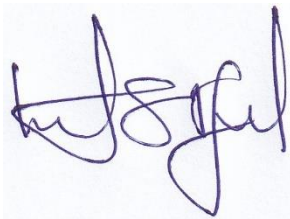


**THIS THESIS IS SUBMITTED TO THE UNIVERSITY OF GHANA, LEGON IN
PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF MA IN
RESEARCH AND PUBLIC POLICY DEGREE**

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DECLARATION

I hereby declare that this thesis is a result of my research investigations and findings. Sources of information other than my own have been acknowledged and a reference list has been added. This research work was carried out at the Centre for Social Policy, under the supervision of Prof. Akosua Keseboa Darkwah.



Date: 22nd July, 2022

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DEDICATION

To a great mind and the most resilient woman among women, my mother Aba Otsiwawa.



ACKNOWLEDGEMENTS

My deepest gratitude and appreciation goes to my supervisor Professor Akosua Keseboa Darkwah who made this research process easier with her contributions and constructive advice.

Your guidance throughout this process has been enlightening and I really appreciate you.

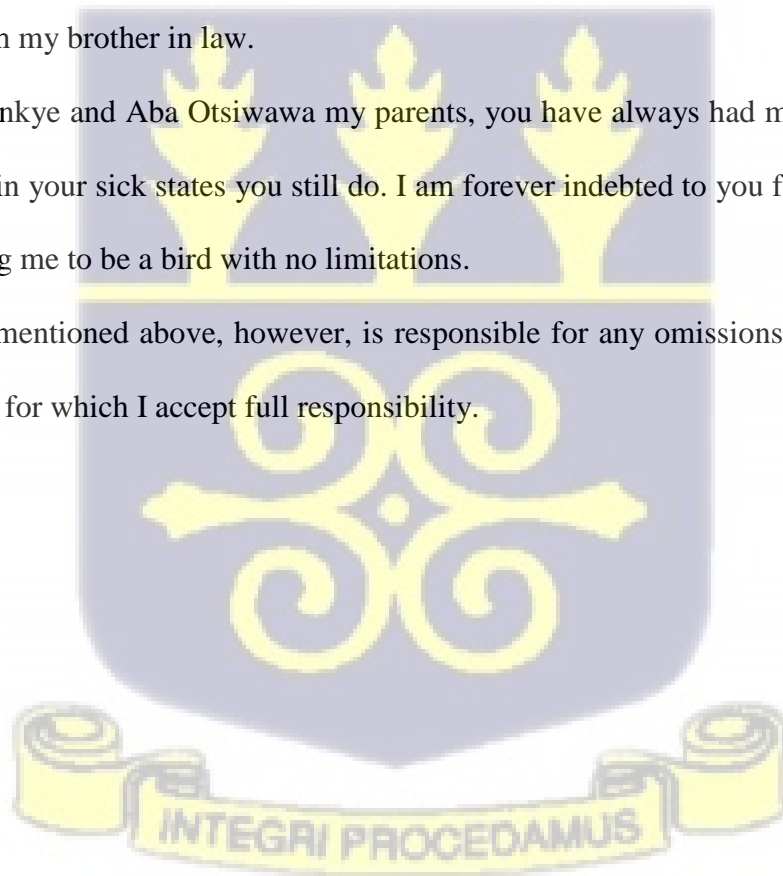
I am very grateful to all the respondents, for their tolerance and the willingness with which they answered my questions.

This thesis could not have been possible without the support of Ms. Jemima Nartemle Nartey and family for the constant support and encouragement.

Finally to my family, your constant love and encouragement has being immeasurable. Thank you greatly Adjoa Anowa, Kwesi Baffoe, Kweku Baah, Ekua Anamoabah, Kobby Owiredu and Yaw Armah my brother in law.

To Kwesi Korankye and Aba Otsiwawa my parents, you have always had my best interest at heart and even in your sick states you still do. I am forever indebted to you for giving birth to me and allowing me to be a bird with no limitations.

None of those mentioned above, however, is responsible for any omissions or errors arising from the thesis, for which I accept full responsibility.



ABSTRACT

The poor performance of students' in Ghana continues to be a concern. Several studies have identified a range of factors that contribute to this. This study contributes to that literature by analysing student based factors that affect the learning outcomes of students. To identify the student based factors, comparison was made with respondents who proceeded to the Senior High School after completing the Junior High School and those who did not further their education. The study was guided by the input-process –output system theory and the motivational system theory. A survey approach was adopted for the study. The target population of 120 students were purposively selected in Kasoa in the central region of Ghana. Sixty of these young people (30 females, 30 males) were in SHS while another 60 (30 females, 30 males) had completed the BECE but not continued to the SHS.

Drawing on the Input- Process-Output theory, the inputs that were responsible for low academic performance of students in the public schools in Kasoa were socio-demographic background, health status, students' attitude, peer pressure and social media. In particular, the socio-demographic background was seen as a critical input for success as it draws specifically on the educational and occupational backgrounds of parents.

The educational level of parents has a significant relationship on the academic performance of students whereas there is no significant relationship for the respondents who live with a guardian. The likelihood of proceeding to SHS, depended on whether a mother had at least some primary school education or more and whether a father had tertiary education. The effect was starker for girls than for boys. Parents with education take greater interest in their children's education by purchasing more books to supplement their school work and exhibiting general interest in their education.

The Motivational System Theory is centred on individual student attitudes. It was found in the study that the understanding and the importance of education to the student plays a critical role in how they see schooling and education. The understanding informs their attitude of whether to further to the senior high school or not. It also influences the absenteeism rate, skipping of school and study pattern. Also, the rate at which one leaves the school to hang out with friends was attributed to peer pressure which is premised on one's attitude which is drawn from the motivational system theory. Some students experienced positive peer pressure while some encountered negative peer pressure. These negative encounters led some of the students to ignore their books, chatting while a teacher was teaching and playing all the time which contributed to their poor academic performance.

The poor health status of some learners also contributed to their poor academic performance. Their absence to school meant they missed several instructional hours which teachers hardly repeat what was taught in their absence. Even though most of the students did not have smart phone to be on social media, the people who had it recount how they were lured into internet fraud, betting and watching of pornography which negatively affected their academic performance.

The study clearly shows that students encounter many challenges that need timely intervention to improve their academic performance. Hence, it helps to identify factors that contribute to the poor performance of students in Kasoa and may be used to make decisions on how to enhance academic performance.

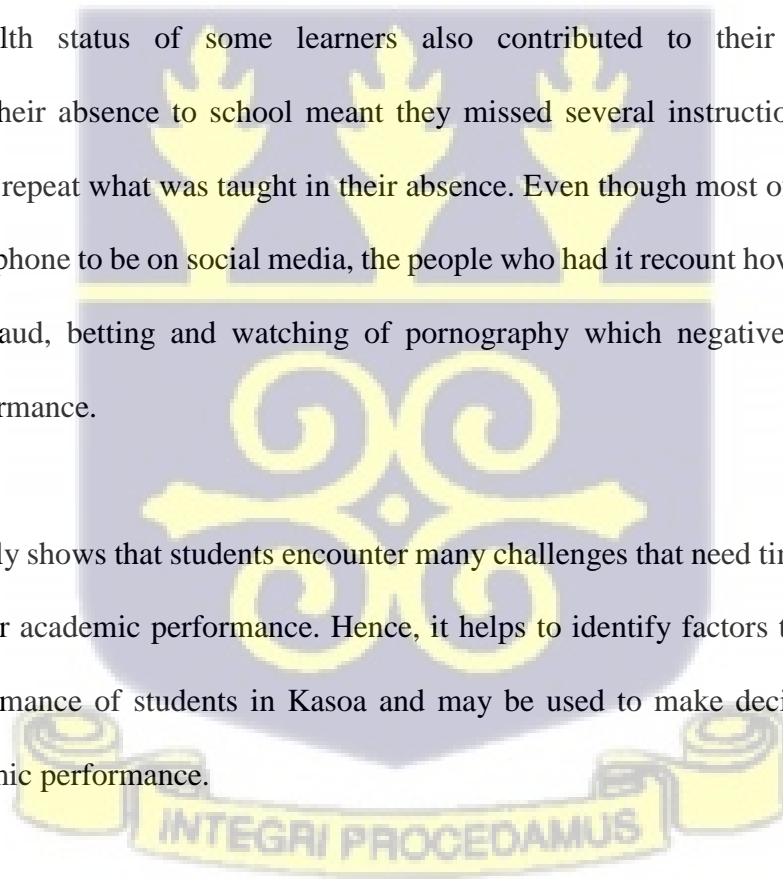


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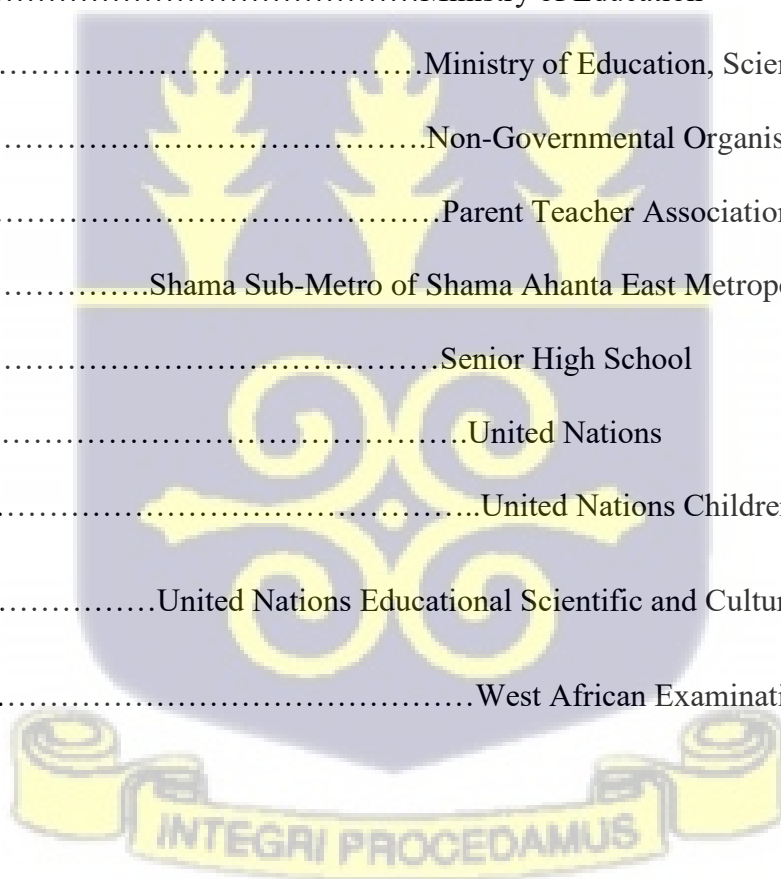
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LIST OF ABBREVIATIONS

BECE	Basic Education Certificate Examinations
EFA	Education for All
FCUBE	Free Compulsory Universal Basic Education
GES	Ghana Education Service
GSS	Ghana Statistical Service
ISSER	Institute of Statistical, Social and Economic Research
JHS	Junior High School
MDG	Millennium Development Goal
MOE	Ministry of Education
MOESS	Ministry of Education, Science and Sports
NGO	Non-Governmental Organisation
PTA	Parent Teacher Association
SAEMA	Shama Sub-Metro of Shama Ahanta East Metropolitan Assembly
SHS	Senior High School
UN	United Nations
UNICEF	United Nations Children’s Fund
UNESCO	United Nations Educational Scientific and Cultural Organisation
WAEC	West African Examinations Council



CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND TO THE STUDY

Globally, education has been described as a force and means through which societal challenges can be corrected. As a force, Bruns et al., (2003) assert that education is one of the most significant and powerful instruments known for reducing poverty and inequality which lay the foundation for sustained economic growth. As a means, Woodhall (2004) states that education is a form of investment in human capital that yields economic benefits and contributes to a country's future wealth by increasing the productive capacity of its people. This is because education has been found to be the main factor that increases the productivity of an individual which plays a critical role in one's life and in the socio-economic development of a nation Aggarwal (1997). This is essential because it is an important bridge of social, economic and political mobility Amutabi & Oketch, (2003).

Education is pivotal in the reduction of poverty, increases the opportunity for new jobs and accelerates economic growth for sustainable development. Globally, on average, the skills and knowledge acquired in each year spent in school increases an individual's earnings by 10% hence reducing the probability of being poor after completion of secondary education by 60% UNESCO (2014).

The significance of education cannot be overstated because it is the most essential building block in the development of a country's workforce Ghana, MDGs (2015). The Ghanaian educational system is based on offering a holistic and high-quality education through developing well-balanced persons with the necessary information, skills, values, and aptitude for self-realisation as well as the country's socioeconomic and political transformation. Individuals are taught to contribute to national growth and adapt to technological advances and developments intellectually, psychologically, spiritually, emotionally, physically, and instinctively.

Education is not just a tool and a measure of progress, but it is also a goal in and of itself. Education promotes people's self-awareness, improves their quality of life, and raises their productivity and creativity, supporting entrepreneurship and technological breakthroughs in society (Omoniyi, 2013), which has a good impact on a country's growth.

Also, UNESCO (2014) maintains that the education of girls contributes to the reduction of the mortality rate. Mortality rate in children is reduced drastically because girls are able to read to understand and analyse which is an added advantage. Girls who complete primary school are to some extent able to escape early marriage. Due to these immense benefits derived from education, countries have committed to invest in education because the positives outweigh the negatives and it cuts across all sectors (Obafemi Awolowo, 1998).

From independence until the early 1980s, Ghana's basic education was universalist in approach (Abukari, Kuyini & Mohammed, 2015). Mismanagement, political instability, and slow economic growth forced Ghana to seek extensive economic reforms from the World Bank and the International Monetary Fund. This was because less attention was paid to the school system as a result of the economic changes, it suffered.

Yet, education is viewed as a conduit to achieve social change and sustainable development. Therefore in spite of the financial constraints, several educational programmes and reforms have been made both internationally and locally. In the year 2000, the United Nations developed eight development goals known as the Millennium Development Goals (MDGs) of which Goal 2 focused on education. The Millennium Development Goals' target on education was measured through primary school enrolment, primary completion and the literacy and numeracy rate among school children (Vegas & Petrow, 2008).

The MDGs evolved into the Sustainable Development Goals in 2015 of which Goal 4 is also dedicated to quality education. These two goals shape educational reforms in Ghana to some extent.

In addition, Ghana as a nation has adopted various educational programmes which includes the Free Compulsory Universal Basic Education Programme (FCUBE), Capitation Grants and School feeding programme. These initiatives have contributed to the enormous increase in basic education enrolment levels (MOE, 2008). In spite of the achievements, the education sector continues to face many challenges including poor performance. This is despite the institution of best teacher awards and career development programmes as motivation to teachers to ensure the delivery of quality education to Ghanaian children (Ministry of Education, Science and Sports (MOESS), 2007).

Primary education is the foundation on which further education is built. Primary education produces a literate and informed population that can take part in discourses in solving problems generally irrespective of the location. It also serves as the foundation on which further education is built (Akanle, 2007; Lockheed & Verspoor, 1991).

Through focused efforts and targeted interventions, Ghana has nearly doubled primary school enrolment since 2015. However, increases in enrolment and investments in education have not been matched with improvements in student learning. Many learners' performance fails to fulfil the minimum learning requirements for acquiring basic skills and abilities, according to ISSER (2008).

Academic outcomes, particularly at the primary level, are poor. Literacy and numeracy tests administered by the World Bank (2004) revealed that nearly half (46%) of children who have completed grades three to six scored five or less on a simple English test, “meaning that they were barely literate and about one-fifth (19%) scored two or less, that is the same as guessing, and so are illiterate” (World

Bank, 2004, p. 35). Similarly, criterion referenced tests administered to primary six pupils found that the majority of public school pupils, particularly pupils in rural schools lacked mastery of the English and mathematic.

A pupil's performance in the lower and upper primary influences performance in the junior high school level ultimately affecting the Basic Education Certificate Examination results.

According to published information, approximately 3,669,138 BECE candidates sat for the exam between 2006 and 2016, with 1,562,270 (43%) failing to get the required grades (i.e., those with aggregates of 30 and above) for progression to any secondary, technical, or vocational school. (Ghana Education Service, 2016)

Similarly in 2017, a total of 36,849 candidates (8 percent) across the country were denied admission to senior high school (SHS) due to Grade 9 results in either English or Mathematics, or both. (Ansah, 2017). The Ministry of Education and the Ghana Education Service (GES) implemented a re-sit policy for individuals who failed the BECE as a result of the failure.

The phenomena of children's school failure and academic underachievement are very prevalent in both rural and urban schools of the country (Ministry of Education, Science and Sports [MOESS], 2007; World Bank (2004).

This dismal performance of public school students in comparison to private school students may be attributable to the government of Ghana's emphasis on access rather than quality. It is important to note that quality influences how much and how well students learn, as well as the extent to which their education leads to a variety of personal, social, and developmental benefits. As a result, the majority of students may attend school, but their accomplishment may be low due to inadequate educational delivery

and quality. Learning outcomes are as important as access to education given its lifelong impacts. It is therefore imperative to carry out a study to analyse the factors accounting for poor quality education in primary school.

1.2 PROBLEM STATEMENT

The issue of low quality education in basic schools is a long standing challenge in Ghana Abdallah et al., (2014). According to UNICEF-Ghana (2013), many children are in school but learning nothing or very little.

Several factors have been identified as having an impact on the quality of education and student completion; school-centred factors and home centred factors. Studies that focus on school-centred factors point to resource inequalities in schools as a key factor in shaping student performance. Such studies note that learning resources such as classrooms, well-equipped school libraries, and appropriate textbooks are all needed for excellent academic work. Etsey et al. (2005).

Academic success is also influenced by a number of teacher based factors. These factors include instructor attendance, interest, and motivation, as well as instructional efficacy and approaches. In terms of both children's access to education and the quality of that access, teacher consistency in the classroom is critical. The issue of teacher shortage and poor teacher attendance is prevalent in Ghanaian basic education. Akyeampong (2006), World Bank, (2004); Akyeampong (2003); Hedges (2002). Trained teachers are unwilling to accept postings to deprived communities (Akyeampong & Asante, 2006). Teacher absenteeism, a phenomenon more common in rural schools (Care International 2003; World Bank, 2014) is also an issue that is likely to contribute to low student performance.

Among the home-centered factors, parental involvement has also been repeatedly demonstrated to be a powerful contributor to students' academic achievement in all grades Kellaghan, Sloane, Alvarez, & Bloom, (1993); Redding, (2006); Simon, (1999).

There is also evidence that children benefit the most when parents, the community, and teachers work together to advance their children's educational success (Christenson & Christenson, (1998); Sanders & Epstein, (2000).

The literature clearly indicates the role of the school, state, teachers and parents in providing quality education in Ghana but little attention has been paid to the students involved. It is therefore pertinent to investigate the student-centered factors associated with poor academic performance.

1.3 PURPOSE AND OBJECTIVES OF THE STUDY

The general objective of the study was to analyse the role of students in academic performance. However, to fully understand the role of students in their academic performance, a detour into the educational background and occupation of the parents was highly considered. Therefore, the first objective and question was solely about them to help dive into the student performance while the following four objectives and questions were specifically for the students.

1.3.1 To investigate the relationship between students' socio-demographic characteristics and academic performance.

1.3.2 To identify students' attitudes and how they affect their academic performance.

1.3.3 To determine how pressure peer influences students' academic performance.

1.3.4 To ascertain the effect of pupils health statuses on their academic performance in Kasoa basic schools.

1.3.5 To examine the influence of social media on students' academic performance.

1.4 RESEARCH QUESTIONS

In order to achieve the purpose of this study, the following questions were asked:

1.4.1 How do the socio-demographic characteristics of pupils in Kasoa basic schools impact on their academic performance?

1.4.2 How does a student's attitude contribute to their academic performance?

1.4.3 How does peer pressure influence students' academic performance?

1.4.4 To what extent do the health statuses of pupils in Kasoa basic schools influence their academic performance?

1.4.5 How does social media influence students' academic performance?

1.5 SIGNIFICANCE OF THE STUDY

Quality basic education is a fundamental human right for every person irrespective of one's location. It serves as the basis upon which higher education is built. Also, in the world of work, quality basic education contributes to the socio-economic and political development of Ghana. The study is necessary because it will examine the factors that influence low quality education and suggest strategies to enhance quality education. The generated data will provide insight into ongoing discussions of how basic education should be improved in Ghana as it will serve as a wake-up call to parents, teachers, government and other educational stakeholders about their responsibilities in providing quality education for students in basic schools. The study will assist NGOs with facts and figures to invest more in basic education to ensure that quality education is provided for all, particularly students in deprived

communities. The study will create a platform and serve as a reference document for researchers in education. The findings from this study will add to the existing literature on factors influencing quality education and the strategies for improving quality education in basic schools in Ghana.

CHAPTER TWO

LITERATURE REVIEW

2.1 THE CONCEPT OF EDUCATION

The origin of the word Education is a Latin word “Educare” which means to form or to train somebody. Schofield (1972, P 288) explains the triad of education which encompasses training and child-centeredness, culture, curriculum and liberal education and the third being judgement, values and morals learning. Farrant (1980) defines education as the process of human learning by which knowledge is imparted, faculties trained and skills developed. Likewise Haralambos et al (2004) argue that education is an aspect of socialisation which, involves the acquisition of knowledge and the learning of skills. In this study, education is a process of human learning in which an individual acquires relevant permanent knowledge, skills, values and attitudes that makes him or her a well-balanced and rounded individual in society.

2.2 DEFINITIONS OF ACADEMIC PERFORMANCE

Over the last few years, academic performance of pupils has been the focus of extensive research (Ogunleye, 2016). Academic performance has become a matter of educational standards and quality, as evidenced by students' results in the Basic Education Certificate Examination (Ogunleye, 2016).

According to Mohammad (2015), the definition of low academic performance differs. There are two broad categories of definitions of academic achievement, according to Kobaland and Musek (2001). The first is more objective because it refers to numerical scores of a student's knowledge that measure the degree of a student's adaptation to schoolwork and the educational system. The second category is more subjective, as academic success is determined by the student's attitudes toward his academic achievement and herself, as well as the attitudes of significant persons toward his or her success and themselves.

Many scholars focus on the more objective definition of performance. So for example academic performance is defined by Cary, Roseth, David, and Roger (2008) as task performance measured by comprehension, quality and accuracy of test answers, quality and accuracy of problem solving, frequency and quantity of desired outcome, time or rate to solution, time on task, level reasoning and critical thinking, creativity, recall and retention, and task transfer. Academic performance can also be defined as a successful achievement or performance in a specific academic area, as measured by grades, marks, and descriptive evaluation scores (Ogunleye, 2016).

Scholars such Good (1973) and Dimbisso (2009) focus on the subjective measure of academic performance. Good (1973), as referenced in Dimbisso (2009), refers to achievement as the actual accomplishment of students of prospective ability. Similarly, Dimibisso (2009) defines academic performance also how students handle their studies and how they cope with or complete various tasks assigned by their teachers throughout the course of a set period of time or academic year.

Poor academic performance, according to Aremu (2003), is defined as a performance that is regarded by the examiner and some other significant as falling below an expected standard (scoring below the stated pass mark). He also emphasizes that academic failure affects society in terms of a shortage of manpower in all spheres of the business and politics, which is not only frustrating for students and parents. The continuous cognitive ability of the performance evaluator is better comprehended from the interpretation of this expected or desired standard.

In the same vein, low academic performance, or academic failure, is defined by Diaz (2003) as a circumstance in which a subject does not reach the expected outcome based on his or her talents, resulting in a changed personality that impacts all other aspects of life. While the current educational system considers a student to have failed if he or she does not pass, Tapia (2002), as referenced in Diaz (2003), contends that the more acceptable criterion for assessing academic failure is whether the student performs below his or her ability.

2.3 FACTORS INFLUENCING STUDENTS PERFORMANCE

According to Rothstein (2000), learning is a result of not only formal schooling but also of communities, families, and peers. Socio-economic and socio-cultural influences can also influence learning and hence school achievement, according to Adane (2013). Almuammria (2015), identifies four primary elements that influence a student's academic performance as follows: home-related, school-related, student characteristics, and teacher-side.

2.3. 1 HOME BASED FACTORS

Scholars who study the home based factors that affect educational performance have noted three major issues in the home that can affect performance. First is the socio-economic background of the home in which a child grows up. (Adane, 2013). The socioeconomic background (education, occupation, and

money) of the student influences the performance of students. Children who come from backgrounds where parents have higher level of education, professional careers and financial resources do better at school than those with less educated and by extension less financially resourced parents (Engin-Demir, 2009).

Well educated parents' prioritise the health of their children during pregnancy by attending pre-natal check-ups more frequently through to adolescence and beyond (Aizer & Currie, 2014; Carneiro, Meghir, & Parey, 2013). Also, well-educated parents' provide healthier diets and encourage healthier lifestyles (Case, Lubotsky, & Paxson, 2002; Currie, Shields, & Price, 2007; Currie & Stabile, 2003).

Schiller, Khmelkov, and Wang (2002), suggest that well-educated parents are more likely to provide their children with the intellectual and social support needed for academic achievement than parents who are less educated.

Fuchs and Woessmann (2004), on the other hand, suggest that parental education and occupation does not affect academic performance in all subjects. They argue that parental background has a greater impact on reading test results but not on math test scores.

Asikhia (2010) explains the discrepancy in performance due to parental background by arguing that students from low-income families are frequently driven out of school and are forced to engage in hawking, selling drinking water, and similar activities in order to cover their school expenditures rather than spending the time on their studies.

Secondly, several studies have found that the nature of parental discipline has an impact on children's academic success (Aremu, 2000). According to Oluwole (2001), learners' academic performance is determined by their level of self-efficacy and anxiety. Children from permissive parents, are too complacent, unmotivated, and lacking in personal willpower to succeed (Adane, 2013). On the other

hand, the democratic parenting style has been demonstrated to be quite beneficial in teaching-learning situations. Children receive punishment that is proportional to the offense they have committed. These kids have a strong will and are ready to succeed (Adane, 2013). According to research by Aremu (2000), undergraduates who grow up in households where parents have a democratic parenting style perform better than those who grow up in households where parents have an authoritarian parenting style.

Thirdly, parental participation, according to scholars such as Houtenwille (2008), has a considerable positive effect on student accomplishment. According to these studies, parental involvement in their children's education leads to improved academic accomplishment, as well as stronger cognitive competency, problem-solving skills, school enjoyment, better attendance, and less behavioral problems at school (Melhinsh, 2001 reported in Ademola & Olajumoke, 2009). Furthermore, Tremblay et al., (2001) discovered a link between students' academic success and their involvement with their parents at school.

2.3.2 SCHOOL ENVIRONMENT RELATED FACTORS

A number of school environment related factors have been identified as impacting on students' performance.

Key among them is the supervision of teachers. Effective supervision of instruction, according to Neagley and Evans (1970), as mentioned in Agyeman (2005), can increase the quality of teaching and learning in the classroom. In a study of 60 schools from peri-urban (29 schools) and rural (31 schools) locations in Ghana, Etsey, Amedahe, and Edjah (2004) discovered that students' academic performance was better in private schools than in public schools due to more effective supervision of instruction.

A second school environment-related factor that affects performance is the availability of instructional material. Students do better when they have books or study tools to enhance their learning. Textbooks,

teachers' guides, wall graphics, maps, atlases, and other learning aids are examples of study aids material resources. The effectiveness of a teacher's teachings is influenced by the availability and utilization of teaching and learning materials (Adane, 2013).

Third, Danesty (2004, referenced in Yinusa & Basil, 2008) claims that good seating arrangements and good buildings create high academic accomplishment and performance, but dilapidated buildings with poor or no seating arrangements are detrimental.

Similarly, Adane (2013) argues that school's unappealing physical structure may demotivate students from achieving academic success. According to Engin-Demir (2009), attending a school with a better physical environment does not have an overall impact on student' performance, it affect performance in specific subjects, specifically mathematics.

The size of a class has also been found as a factor in a students' academic achievement. In Pakistan, Salfi and Saeed (2007) discovered a substantial link between school size and student achievement. They discovered that tiny schools outperformed medium and large schools. In addition, schools with smaller class sizes outperform schools with bigger class sizes academically (Adane, 2013; Adeyela, 2000).

In more specific terms, Fabunmi, Brai-Abu, and Adeniji (2007) found that when three parameters, such as class size, student classroom space, and class usage rate, were combined, students' academic performance was considerably affected.

2.3.3 TEACHER FACTORS

Teacher attendance in school, instructors' interest and motivation, and instructional efficacy and techniques of teaching are all elements that have an impact on student success (Adane, 2013).

Teacher absenteeism contributes to low student performance. According to a World Bank (2004) study, teacher absenteeism in Ghana's schools has gotten worse in the last fifteen years. The survey also discovered that absenteeism in rural schools is much higher than in urban schools, and that absenteeism in public schools is higher than in private schools. Similarly, a CARE International (2003) report on deprived rural areas in northern Ghana mentions "chronic teacher absenteeism" that "adversely affects the learning environment," with teachers having high rates of lateness, absenteeism, and even refusing to teach."

According to the World Bank 2004 report, there are several explanations for the rising rate of teacher absenteeism. Instructors who lived far from schools and had transportation issues; teachers who had to drive to town once a month to collect their money, which may or may not have arrived; and rural teachers who were involved in farming operations were among them. Although causes can vary depending on the situation, multivariate analysis of teacher survey data revealed that the following factors increased the likelihood of teacher absenteeism: poor working conditions, low motivation, and a high pupil-teacher ratio, as well as living with their spouse, being in their hometown, and having positive social relationships. (World Bank, 2004)

Barnes (2003) describes how teachers in Ghana are encouraged to help in local development, which can have a good impact on education but also lead to teacher absenteeism and tardiness.

Lateness and absenteeism have an impact on syllabus completion. When the syllabus is not finished, students struggle to understand the subject that will be taught in the next class, which is usually built on the foundation laid in the preceding class (Etsey, 2005).

Teacher motivation is another aspect to consider. A person who is extremely motivated puts forth maximum effort in his or her work (Adane, 2013; Ogunleye, 2016). Bad academic performance of pupils was related by Ofoegbu (2004) to poor teacher performance in terms of completing the teaching task,

negative attitudes toward work, and poor teaching practices, all of which were attributed to low motivation. Several studies have looked into the impact of excellent teaching on students' academic success and found there to be a link between the two (Adane, 2013).

Yet another school environment related factor that affects performance is the qualification of teachers (Jacob & Lefgren, 2006; Adediwura & Tayo 2007; Akiri & Ugborugbo 2009). According to Hedges (2002), many qualified teachers in Ghana are unwilling to take assignments in rural and impoverished communities. As a result, in these remote regions, there is a propensity for less competent instructors to be hired, which has a negative impact on their academic performance. In science and mathematics, Darling-Hammond (2000) discovered that teacher quality criteria such as certification status and degrees in the topic to be taught are very significant and positively connected with subject outcomes. Abuseji (2007), identifies teacher qualification as the second most powerful causal effect on students' achievements in chemistry.

2.3.4 STUDENT BASED FACTORS

Several students' characteristics have been identified as influences to their academic performance. Time spent on books and assignments, attendance at school, students' attitudes toward schooling, students' self-concept and motivation, and students' health and nutritional state are all factors that influence their success (Adane, 2013).

According to Engin-Demir (2009), students who spend more time on assignments and homework, regardless of IQ, have a better chance of improving their grades. The amount of time kids spend on homework and other related tasks has also been linked to their motivation (Adane, 2013).

Individual academic achievement is also strongly linked to school attendance which in turn is essential for a student's academic performance (Adane, 2013). Poor attendance, such as truancy or unexcused absence from school, cutting classes, tardiness, and leaving school without permission, is viewed as crucial in determining students' academic achievement, according to Allen-Meares et al., (2000). Several studies have also looked into the importance of student attitudes toward learning in terms of academic achievement.

That is why, according to Hall (1989), students must be motivated in order to arouse and maintain their interest in studying. Depending on the motivation behind an individual's activity, psychologists may classify him or her as politically, socially, or academically motivated.

According to House (1997) and Hassan (2002), a student's early attitude toward school is strongly linked to academic success, and attitudes influence a student's basic approach to learning.

2.4. THEORETICAL REVIEW

2.4.1 INPUT-PROCESS-OUTPUT SYSTEM THEORY

The input-process-output system theory was employed in this study which was a guide to analyse the factors affecting learning outcomes in Kasoa.

Ivanko (2013) asserts that the input-process-output system theory is a better framework to use when analysing the inputs, processes, and outputs of an organization. According to this theory, excellent educational results would be attained when sufficient educational resources are combined with effective teaching and learning techniques, support from the home and the effort of the student.

The input-process-output is appropriate for this study because it focuses on the importance of education and its impact on society.

According to the inputs-processes-outputs theory, an organization or institution depends on the outside environment for resources to perform its functions. Inputs and processes are closely correlated with its outputs Haque & Rehman (2014).

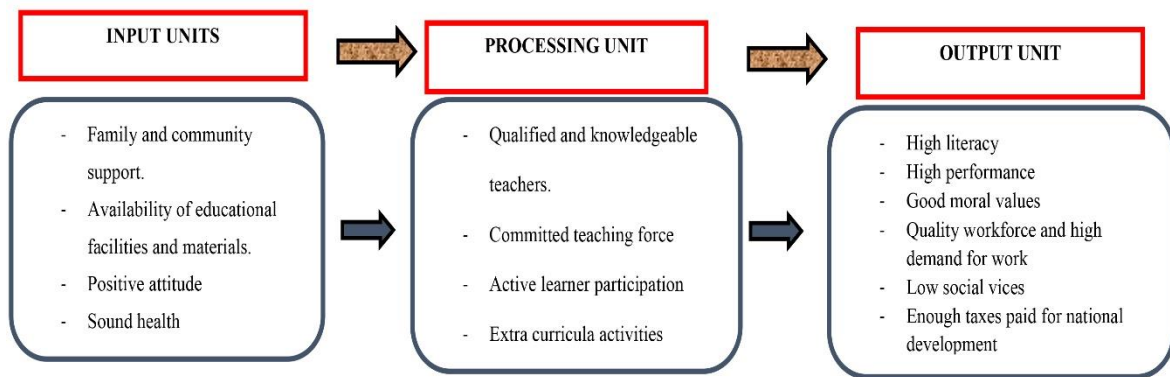
Hence inputs-processes-outputs connect the allocation of resources and use of instructional period to student's educational success. Parents, teachers and the government all need to commit resources to their children's education because it is an investment. The quantity and quality of productivity are determined by the inputs of resources such as human capital, money, technology, and time, as well as other material resources from the environment which are essential.

The different dimensions of quality education are interconnected and dependent on one another.

The organization as a system, according to Haque & Rehman (2014), is made up of interconnected and mutually reliant subsystems, and each of these subsystems is made up of several components that each function differently to ensure the existence of the organization. The five fundamental, interrelated parts of this theory were recognized by the writers. Individuals, formal and informal organizations, patterns of behaviour, an individual's understanding of their roles, and the physical surroundings of the organization.

The input-process-output system theory is depicted in a rectangular form consisting of three interconnected units. These include the inputs unit, the processing unit and the output unit. Figure 2.1 shows the input-process-output system theoretical framework.

THEORETICAL FRAMEWORK OF INPUT –PROCESS - OUTPUT SYSTEM THEORY



From Figure 2.1, the first unit of the theoretical framework is the critical enabling input unit. The critical enabling inputs are the resources available to achieve the goals of education.

The environment provides the essential enabling inputs. The government, the family and society are all included in the environment. The obligation for supplying educational resources including infrastructural facilities, funding, teachers, incentives, and instructional materials falls on the government, family, NGOs, and society. These tools serve as the most fundamental foundation for delivering high-quality instruction to every student in every school, including those in Kasoa. Lack of these resources will therefore limit access to high-quality education which ultimately affect learning outcome.

The transformation or processing unit makes up the second theoretical framework unit. The processing unit, which includes all acts and stages taken to accomplish educational goals, is the producing unit. The environment's crucial enabling inputs of resources are transformed into finished items in this unit. The teacher, who is viewed as the processor in the production unit, uses the inputs, such as the teaching resources, the students, and the available time, to create the desired outcomes. Due to their importance in education, teachers and students must possess a specific set of skills and attributes to enable effective teaching and learning. To do this, teachers need to be highly skilled, competent, and dedicated.

Therefore, the teacher who is the processor needs to have better child-centered teaching techniques as well as the best comprehension and command of the curriculum's subject matter. Similar to this, the student must be in good health, exhibit readiness, and put in more effort on learning tasks.

The output unit is the last unit. The results of the goods are displayed in the output unit. The results of high-quality education include metrics like knowledge, values, and skill acquisition as well as high literacy rates, a skilled labor force, and high job demand. Investors are informed by the system's results whether they are profiting or losing through schooling.

The Ghana Education Service is an institution that may change itself to ensure that everyone receives high-quality education thanks to the feedback from society. The Ghana Education Service's output is exported back into society for societal consumption. For the company to be able to precisely monitor its development, successes, and issues, the environment must provide feedback that will act as a guide or an indicator. A negative feedback alerts the system that a component is not operating as it should. In this manner, a change or a malfunction of one component will have a negative impact on and dismantle the whole organization.

The inputs-processes-outputs system theory has the advantage of informing stakeholders to increase their investment in education. More money spent on education has a direct correlation to better learning outcomes.

The idea offers a framework for decision-makers to create educational policies that guarantee enough funding and efficient teaching and learning procedures.

The input-processes-output paradigm is ineffective in explaining the connections between the inputs, processes, and outputs, as well as how one step translates to another. Moreland (1996) argues that the notion that knowledge, attitudes, and behaviors are products is untrue because these factors can also function as inputs and processes which the researcher agrees.

Additionally, the input-processes-outputs hypothesis falls short of the growing understanding that teams are complex adaptive systems hence due to societal changes students do not necessarily conform to the ideal norms of education. The inputs-processes-outputs framework limits thinking teams and is inadequate for synthesizing contemporary research. The framework of inputs, processes, and outputs is insufficient for describing teams. Emergent cognitive and affective states rather than processes are the mediational elements that intervene and convey how inputs affect outputs. The theory also restricts research because it tends to infer a linear development of primary effects moving from one category to the next and a single-cycle linear path from inputs through outputs.

Also, the researcher disagrees with the input needed for the process to take place to bring about the output. The researcher brings up the question of quantity. How does one measure the appropriate input and with which tool at what time?

2.4.2 MOTIVATIONAL SYSTEMS THEORY

This study examined the Motivational Systems Theory of Martin Ford (MST). The individual student is the center of attention in this framework, but it also places that student within the biological, social, and environmental circumstances that are essential to growth. Ford put forth a straightforward mathematical formula that aims to incorporate all of these elements into one model. The formula for effective person-in-context functioning is:

$$\text{Achievement} = (\text{Motivation} \times \text{Skill}) \times \text{Responsive Environment}$$

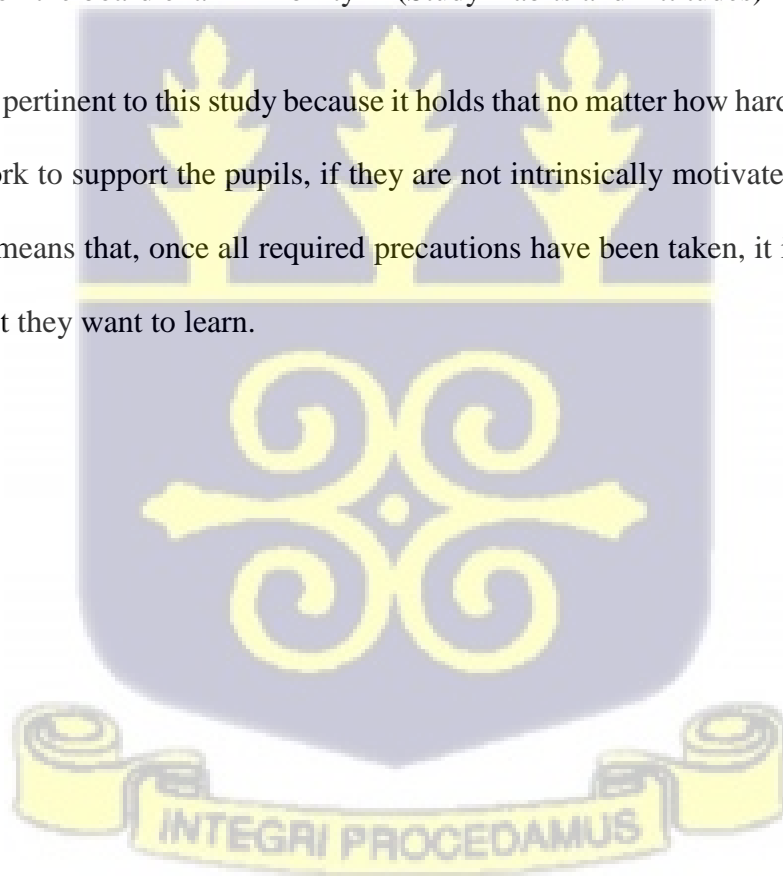
According to the formula, "achievement and competence are the outcomes of a motivated, competent, and biologically capable person interacting with a responsive environment" (Ford, 1992). Pinder (1984) and others cited in Nonis & Hudson (2006) utilized a similar method to show that motivation and ability work together to determine performance.

Performance = Ability \times Motivation.

A student with very high ability but low motivation is unlikely to achieve well, while a student with low ability but high motivation is likely to perform well, according to the formula above. In other words, the disparity in motivation across students may weaken links between aptitude and achievement. In a similar vein, it is possible to argue that study habits and attitudes alone, rather than incentives, are what ultimately lead to the desired performance. Therefore, one might claim that study habits and attitudes interact with the ability to impact student performance in board examinations in a manner similar to how motivation interacts with the ability to influence academic success.

Performance on the board exam = Ability \times (Study Habits and Attitudes)

This theory is pertinent to this study because it holds that no matter how hard parents, teachers, and other caregivers work to support the pupils, if they are not intrinsically motivated, all of their efforts will be in vain. This means that, once all required precautions have been taken, it is up to the pupils to choose whether or not they want to learn.



CHAPTER THREE

METHODOLOGY

3.1 INTRODUCTION

This chapter focuses on the research techniques employed for this study with the aim of achieving the research objectives. It throws light on the research design, study area and provides details regarding the targeted population and sampling arrangement including sample size, sampling and ethics. It also elaborates on the data collection and methods used. Finally, it also discusses the data management and methods of data analysis.

3.2 RESEARCH DESIGN

Flanagan (2013) asserts that to discover the truth about the world, it is important to explore new theories and perform empirical validation of which scientific methods are the most powerful tool to do so. Research is the process of performing systematic and intensive inquiries, which aims to discover and interpret the facts that are inserted in a certain reality.

In this study, the researcher used the quantitative research approach which included an open-ended survey to investigate the factors influencing quality education. This approach was employed because it is widely used for collecting data in educational research and it is effective for securing factual information about practices, conditions and for enquiring into the opinions and attitudes of a subject.

3.3 POPULATION OF THE STUDY

The population of the study consisted of students in public schools within the Kasoa township. The target population comprised only of students who have completed the Basic Examination Certificate Examination in public schools in Kasoa. Kasoa as a peri-urban area has experienced high population

growth and migration which is heavily dominated by the private education sector. Due to this, the public sector serve as a rich bed for analysis of factors influencing learning outcomes.

3.4. SAMPLE SIZE

One hundred and twenty respondents were surveyed which included students who are currently in the Senior High Schools across the country and those who completed the BECE but are not in Senior High School. The study used the sample size of 120 people; sixty of these young people (30 females, 30 males) were in SHS while another 60 (30 females, 30 males) had completed the BECE but not continued to the SHS.

3.5 DATA COLLECTION INSTRUMENT

Questionnaires were used to collect data from the respondents. There is less opportunity for bias by the presence or attitude of interviewer. Also, it is widely used for collecting data in educational research because it is effective for securing factual information about practices and conditions and for enquiring into the opinions and attitudes of a subject. Questionnaires are easy to administer, friendly to complete and fast to score and therefore take relatively less time from researchers and respondent (Knowles, 1980). The questionnaires included open ended questions. The data was collected in 17th December 2021 and 18th January 2022. This period was appropriate because the students in senior high school were on vacation. Some of the respondents self-administered the questionnaire. They completed the questionnaires themselves. The researcher assisted some of the respondents by reading and filling in their responses.

3.6 STUDY AREA

The study was conducted in Kasoa township, the capital of the Awutu Senya East Municipal Assembly in the Central region of Ghana. This area has been chosen for the study because it is one of the fastest

growing peri-urban market centres in Ghana and indeed West Africa. Between 2000 and 2010, the population size doubled from 34,719 to 69,384 (Ghana Statistical Service, 2013). Specifically, the study was centered within the extreme ends of the roads thus Akweley and Walantu. This is due to the fact that it constitutes the main Kasoa township. Public schools in Akweley and Walantu were considered for the study.

3.6.1 EDUCATIONAL FACILITIES

Kasoa has 211 public and private schools with a total of student population of 50,539, according to the World Bank survey of 2015. Kasoa had only seven government schools, resulting in a population-to-public-school ratio of 9,912:1. However, the World Bank's latest GPS assessment of the education market in this area suggests that the 2013 population—and consequently the population-to-public-school ratio—might be significantly bigger than this estimate suggests.

3.6.2 ECONOMY

The main economic activities in Kasoa include trading, farming and other informal sector activities. Trading and its related activities are the leading economic ventures which according to the composite budget for 2018 to 2021 for the Awutu Senya East Municipal Assembly, employ about 35.7% of the working population in the Municipality. Other economic activities include manufacturing, wholesaling and retailing, transportation among others (GSS, 2014). As an emerging commercial hub, the high level of economic activities in the Municipality contributes greatly to the number of people migrating to the community and by extension, the need for a larger number of good quality schools to train the children of these migrants.

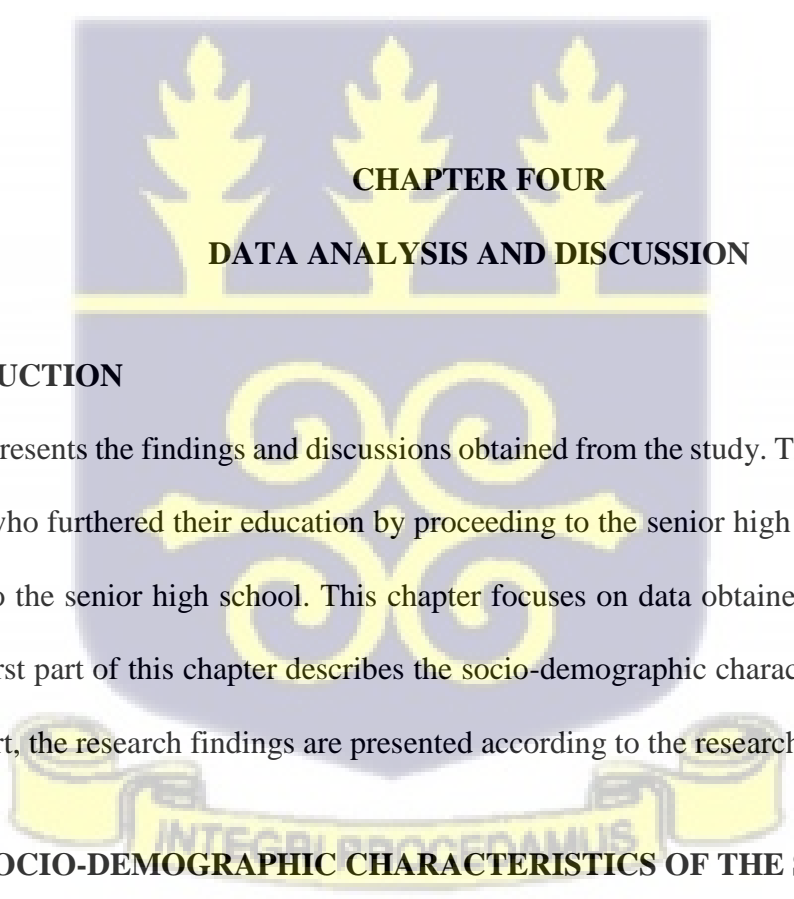
3.7 SAMPLING

Omoni (2013) defines sampling as a method of carefully choosing individuals to represent the entire accessible population. The study used the sample size of 120 people; sixty of these young people (30 females, 30 males) were in SHS while another 60 (30 females, 30 males) had completed the BECE but not continued to the SHS. Households and workplaces were purposively sampled. Questionnaires were delivered to respondents who do not require parental consent but had agreed to be part of the study and meet the necessary requirements. Also, parental consent was sought from parents and guardian for those who were 15 years and below. Soft copies of the questionnaire were sent to those who fell within the criteria but were not physically present during the data collection periods. The researcher explained every question to the respondents to ensure accurate responses. Some respondents provided answers to the questions by themselves while for others, the researcher explained the question to them and also filled in their responses.

3.8 ETHICS

Participants were made aware that their participation was voluntary, and they at liberty to decline or end the interview at any time during the study. Participant were assured of their privacy and confidentiality of their information. Verbal consent was obtained from parents and guardians of respondents who were 15 years and below. Also parents were aware of the introductory letter from the University (Centre for Social Policy) which spelt out the purpose of the study and reason for their involvement as participants.





CHAPTER FOUR
DATA ANALYSIS AND DISCUSSION

4.1 INTRODUCTION

This chapter presents the findings and discussions obtained from the study. The respondents of the study were people who furthered their education by proceeding to the senior high schools and those who did not proceed to the senior high school. This chapter focuses on data obtained from 120 respondents in Kasoa. The first part of this chapter describes the socio-demographic characteristics of respondents. In the second part, the research findings are presented according to the research questions of the project.

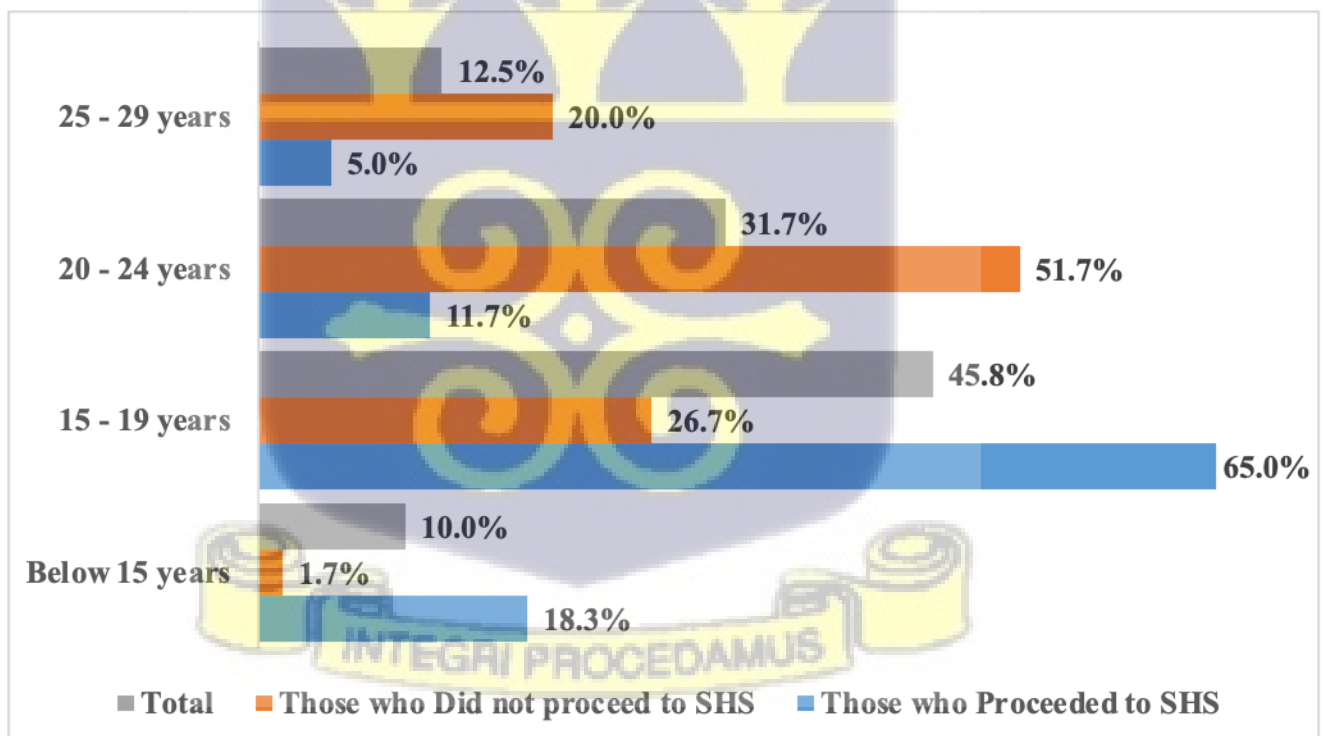
4.2 BASIC SOCIO-DEMOGRAPHIC CHARACTERISTICS OF THE STUDY

PARTICIPANTS

4.2.1 RESPONDENTS' AGE AND SEX

The 120 respondents who participated in the study attended public schools in Kasoa. Out of the 120 respondents, 50% were females and 50% were males. Thirty girls furthered their education while the remaining 30 of the females did not. The same applies to the males. The youngest was 15years and the oldest 28years.

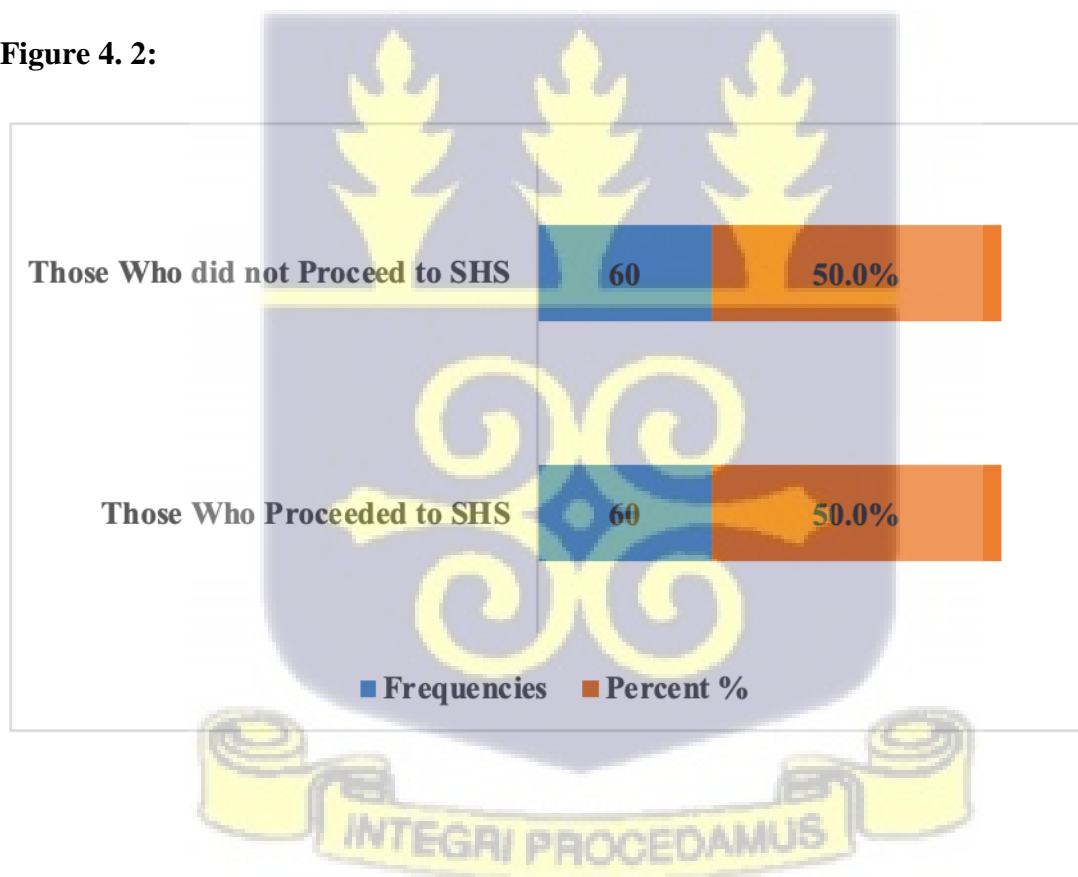
Figure 4. 1: Age Distribution of Respondents



Source : Field survey, 2021

Figure 4.1 shows that 18.3% of the respondents who proceeded to the Senior High Schools were below 15 years compared to those who did not proceed to SHS which was 1.7%. In the age bracket of 15-19 years, 65% furthered their education while 26.7 % did not further. The highest record of those who did not proceed to senior high school was within the age bracket of 20-24 years which was 51.7%.

Figure 4. 2:



4.3 THE RELATIONSHIP BETWEEN STUDENTS' SOCIO- DEMOGRAPHIC CHARACTERISTICS AND EDUCATIONAL PERFORMANCE OF CHILDREN

The educational degree of a parent may have an impact on a child's life expectancy. Parents with education prioritize their children's health during pregnancy by going to prenatal appointments more regularly up to adolescence and beyond. Additionally, educated parents promote healthier lifestyles and give healthier diets.

Research has shown that the educational level of parents' plays a significant role in the academic achievement of the child. According to Anamuah-Mensah, (2007) educated parents tend to value their children's education more which is made manifest in the buying of books as well as supporting and advising them on career options.

Table 4. 1: MOTHERS' EDUCATIONAL LEVEL

Mothers' Educational Level	% of respondents who proceeded to SHS		% of respondents who did not proceed to SHS		Overall %	
	Boys	Girls	Boys	Girls	Boys	Girls
	No schooling	13.3	6.7	36.7	46.4	25.0
Primary education	26.7	53.3	50.0	46.4	38.3	50.0
Secondary education	33.3	33.3	13.3	7.1	23.3	20.7
Post-Secondary education	3.3	3.3	0.0	0.0	1.7	1.7

Graduate education	23.3	3.3	0.0	0.0	11.7	1.7
N	30	30	30	30	60	60

Pr = 0.000 Notes: significance level : 0.05 Significant at $p < 0.05$, not significant at $p > 0.05$

With reference to the educational levels of the mothers', the findings showed that there is 36.7% of the boys and 46.4 % of the girls who did not proceed to SHS had mother' who had no schooling experience. The percentage for the category of respondents who proceeded to the SHS was much lower at 13.3% and 6.7% respectively for boys and girls.

A chi-square test was performed to determine whether there is a relationship between the educational levels of mothers and the pupils' performance using proceeding to SHS as a proxy for performance. At a significance level of 0.05, a positive association of 0.000 was obtained. This is significant because it is less than 0.05. Therefore, the educational levels of mothers has a statistically significant positive association on the academic performance of pupil. Children were less likely to proceed to SHS if their mothers had not attended school at all.

Table 4. 2: FATHERS' EDUCATIONAL LEVEL

Fathers' Educational Level	% of respondents who proceeded to SHS		% of respondents who did not proceed to SHS		Overall %	
	Boys	Girls	Boys	Girls	Boys	Girls
No schooling	3.3	10.0	20.0	30.8	11.7	32.1
Primary education	16.7	20.0	43.3	46.2	30.0	28.6
Secondary education	23.3	36.7	26.7	19.2	25.0	5.4

Post-Secondary education	10.0	6.7	0.0	3.9	5.0	14.3
Graduate education	46.7	26.7	10.0	0.0	28.3	19.6
N	30	30	30	30	60	60

Pr = 0.000

As shown in Table 4.2, 46.7% and 26.7% of the boys and girls respectively who proceeded to SHS had fathers who followed through their education from primary to the tertiary level. The equivalent figures for those who did not proceed to the SHS was 10% and 0% for the boys and girls respectively.

The associated probability was significant at 0.000, indicating that there is a statistically significant relationship between the academic qualifications of the fathers and the academic performance of children. Children were more likely to proceed to SHS if their fathers had tertiary education.

Table 4. 3: GUARDIANS' EDUCATIONAL LEVEL

Guardians' Educational Level	% of respondents who proceeded to SHS		% of respondents who did not proceed to SHS		Overall %	
	Boys	Girls	Boys	Girls	Boys	Girls
	No schooling	0.0	0.0	0.0	25.0	0.0
Primary education	0.0	0.0	0.0	50.0	0.0	33.3
Secondary education	0.0	50.0	44.4	0.0	33.3	16.7
Post-Secondary education	66.7	50.0	33.3	0.0	41.7	16.7
Graduate education	33.3	0.0	22.2	25.0	25.0	16.7
N	30	30	30	30	60	60

Pr = 0.148

There was 0% of the boys and girls respectively for the guardians who had primary education with the exception of the girls who did not proceed to the SHS with 5%. A chi-square test was performed to determine whether there is a relationship between the academic qualifications of guardians and pupils' performance. At a significance level of 0.05, there was no significant association as 0.148 was derived. This is not significant because it is greater than 0.05. This shows that children were less likely to proceed to SHS if their parents had no primary education.

PARENTS' OCCUPATION

The occupations of parents or guardians are often used as a measure of standard to which children will have access to quality education. This is because whether a child has access to some privileges like supplementary books, story books and extra tuition to enhance their academic performance at school, is highly dependent on the occupation of the parents.

Parents with high socio-economic standing are also more likely to be involved in their children's education. This is seen in their levels of interest and participation in school activities like open days and other activities. (Avotri et al 1999: Vega& Petrow, 2008).

Table 4. 4: MOTHERS' OCCUPATION

Mothers' Occupation	% Of respondents who proceeded to SHS		% of respondents who did not proceed to SHS		Overall %	
	Boys	Girls	Boys	Girls	Boys	Girls
	Farming	3.3	3.3	10.0	3.6	6.7
Trading	70.0	70.0	73.3	85.7	71.7	77.6

Civil Service	13.3	13.3	6.7	0.0	10.0	6.9
Housewife	6.7	10.0	3.3	0.0	5.0	5.2
Others	6.7	3.3	6.7	10.7	6.7	6.9
N	30	30	30	30	60	60

Pr = 0.108

Even though there was a wide range of occupations, most mothers were traders; 70% of both boys and girls who proceeded to SHS had mothers who were traders. For boys and girls who did not proceed to SHS, the equivalent figures were 73.3% and 85.7% respectively. Also, 13.3% of the children who proceeded to the SHS had mothers who were civil servants compared to 6.7% of those who did not further their education beyond the SHS level.

There was no significant association after a significant test was performed to determine whether there was a relationship between the occupation of mothers and the pupils' performance. At a significance level of 0.05, the result obtained was 0.108 which is not significant because it is greater than 0.05.

Table 4. 5: FATHERS' OCCUPATION

Fathers' Occupation	% of respondents who proceeded to SHS		% of respondents who did not proceed to SHS		Overall %	
	Boys	Girls	Boys	Girls	Boys	Girls
	Farming	6.7	10.0	23.3	19.2	15.0
Trading	16.7	36.7	13.3	26.9	15.0	32.1
Civil Service	43.3	40.0	20.0	3.9	31.7	23.2
Others	33.3	13.3	43.3	50.0	38.3	30.4

N 30 30 30 30 60 60

Pr = 0.001

The most common occupation of fathers for children who proceeded to the SHS level was civil service jobs. There was a record of 43.3% and 40% for boys and girls respectively. The figures were much lower for those who did not further their education beyond the JHS; 20% and 3.9% for boys and girls respectively.

There was a significant association after a significance test was performed to determine whether there was a relationship between the occupation of fathers and the pupils' performance in the categories of respondents who proceeded to the SHS or not. At a significance level of 0.05, the result obtained was 0.001 which is significant because it is less than 0.05.

Table 4. 6: GUARDIANS' OCCUPATION

Guardians' Occupation	% of respondents who proceeded to SHS		% of respondents who did not proceed to SHS		Overall %	
	Boys	Girls	Boys	Girls	Boys	Girls
	Trading	33.3	50.0	66.7	75.0	58.3
Civil Service	33.3	0.0	22.2	25.0	25.0	16.7
Others	33.3	50.0	11.1	0.0	16.7	16.7
N	30	30	30	30	60	60

Pr = 0.249

The other category had occupations like seamstress, mobile money operator and others taking up the occupation of the guardians.

There was a record of 33.3% and 50% for boys and girls respectively. The figures were lower for those who did not further their education beyond the JHS; 11.1 % and 0 % for boys and girls respectively.

There was no significant association after a significant test was performed to determine whether there was a relationship between the occupation of guardians and the pupils' performance in the categories of respondents who proceeded to the SHS or not. At a significance level of 0.05, the result obtained was 0.249 which is not significant because it is greater than 0.05.

Children learn from their parents, whether consciously or unconsciously. Parents and guardians lay the necessary foundation for their upbringing. The parental education and occupation can be attributed to the children's holistic development. Ivanko (2013) asserts that parents are part of the critical inputs for the child's development. According to the findings of the study, children whose fathers worked in the civil service were much more likely to complete Senior High School. As a critical input, parents are part of the essential blocks for the child's academic success. The Input-Process-Output system theory and Arema (2011) adds to this assertion by stating that a child's parents' socioeconomic status is best assessed through their parents' occupation. Parents with higher-paying jobs, such as lawyers, doctors, engineers, top civil servants, and those with a high socioeconomic status, are more forthcoming and efficient in providing their children with the necessary school materials than parents with lower socioeconomic status. This has a high likelihood of affecting students' academic performance.

The educational levels of parents have a significant relationship with students' academic performance, whereas respondents who live with a guardian have no significant relationship. The likelihood of attending SHS was determined by whether or not a mother had at least some primary school education and whether or not a father had tertiary education.

Parents with a higher level of education take a more active role in their children's education by purchasing additional books to supplement their schoolwork and assisting with homework. Pamela and

Kean (2010) find that students whose parents have a tertiary level of education outperform those whose parents have only a primary level of education.

Also, the researcher made an assumption considering the Free SHS policy. Proceeding to the SHS is no longer a function of financial circumstance but grades which is as a result of the policy as Kwegiriba & Mensah (2021) confirm to this assertion. There is also a political undertone to the policy as cited by Bonsu (2019). The Free SHS policy gives every students who writes the BECE a fair chance at furthering to the SHS unless one is not interested.

4.4 STUDENTS' ATTITUDE AND HOW IT AFFECTS THEIR ACADEMIC PERFORMANCE

The first objective was to find out how students' attitude towards their education based on their understanding of education and its importance as well as their attendance both at school but also at morning assembly contributes contribute to their academic performance. The research findings are presented according to how the research questions were posed to achieve this objective.

❖ WHAT DOES EDUCATION MEAN TO YOU?

Education means different things to people. This was evident in the responses gathered. A response from a respondent was

“ It is a way of making money”

To bring clarity to this statement, he said that one must be able to read and grasp some basic information, but the most crucial thing is to be able to sign a document when visiting a bank.

Education, according to some of the other respondents, refers to knowledge acquisition, while others stated that it is the key to success, it means a lot implying that education covers everything from health to banking to food etc. Yet, others asserted that it is a means to a better life and finally others alluded to education providing skills for a good future.

❖ DO YOU THINK EDUCATION IS IMPORTANT?

Respondents are aware of the value of education and its impact on individuals, according to the analysis of the study findings. The numerous responses gathered to this effect during the data collection procedure demonstrated this. In general, 91% of the respondents who furthered their education believed that education is critical and important. It was the same for respondents who did not proceed to the SHS with as many as 83% recognising the value of education. The research participants offered a variety of reasons as to why education was important.

Below are some of the responses offered:

“ Education will lessen my mother’s burden”

“ Education prevents poverty”

“ The ability to express myself in English”

“ To be able to work in the public sector”

These responses demonstrate that respondents recognise the significance of education regardless of whether they had been able to pursue it further or not.

❖ **WHAT DO YOU UNDERSTAND BY QUALITY EDUCATION?**

Quality education, according to some of the respondents, is defined by the availability of teaching and learning resources. Some respondents identified adequate infrastructure, good teachers, and effective teaching as indicators of great education. Students perform poorly when there are no teaching and learning resources available.

This supports the findings of Avotri et al. (1999) and Etsey (2005), who found that lack of teaching and learning resources deprives students of exercises, attention, and feedback from teachers, all of which help them improve their knowledge and academic performance.

Furthermore, these responses show that respondents are fairly aware of the importance of high-quality education. They are also aware of the factors of insufficient infrastructure, teacher absence, and family

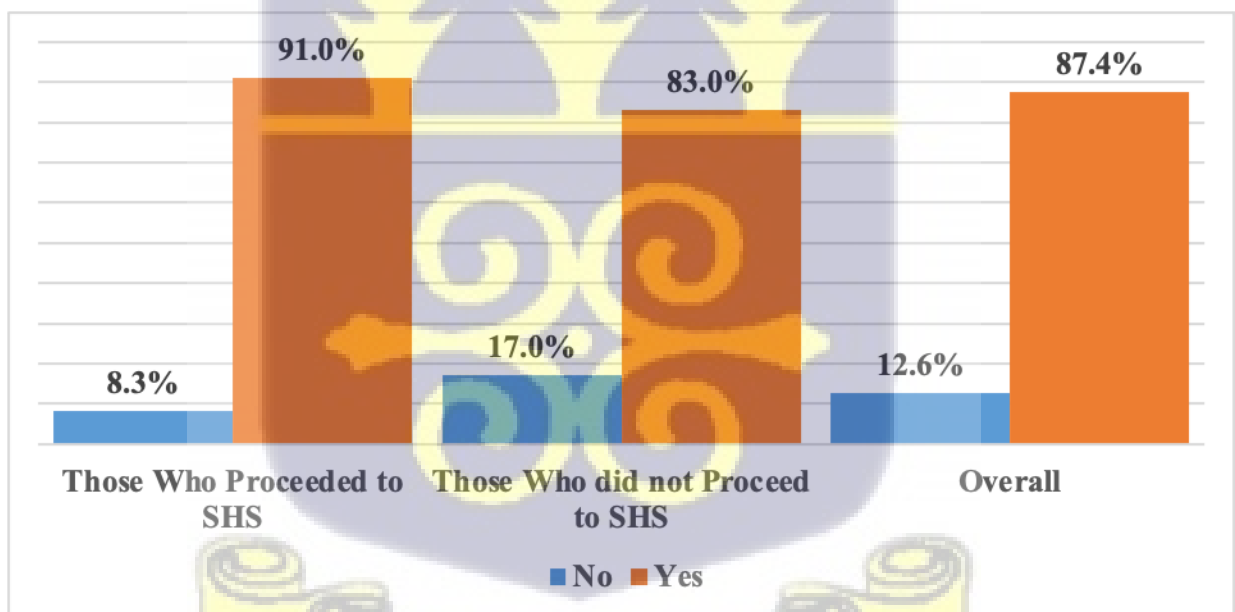
support and how these contribute to enhancing one's knowledge in school and making education more fun in general.

❖ **DO YOU LIKE SCHOOL?**

How a learner likes school will influence the attendance rate, the attitude towards education and ultimately academic performance. Almost all of the respondents (87.4%) responded that they liked school; 91% of those who proceeded to SHS and 83% of those who did not.

There was no significant relationship between pupils liking school and their academic performance. At a significance level of 0.05, the result obtained was 0.157 which is not significant because it is greater than 0.05.

Figure 4. 3: Proportion of respondents who liked school



Pr=0.157

The researcher probed further to understand the reasons for such responses. A section of the respondents believed that they went to school to learn while others responded that they attended school because of

the teaching and teachers. Some of the respondents affirmed that they just liked school because it was fun while others pointed to the sporting activities, particularly football, available at school. Finally, some others asserted that they liked school because they recognised that it would help to secure them a good job in the future. Those who did not like school offered a range of explanation as follows:

“My school didn’t have a computer library so I didn’t like school”.

“ I just didn’t like school”

“ I didn’t like morning assembly and Wednesday’s because of the beatings and class test”

“ The financial situation at home was not favourable so I did not enjoy it”

❖ SCHOOL ATTENDANCE

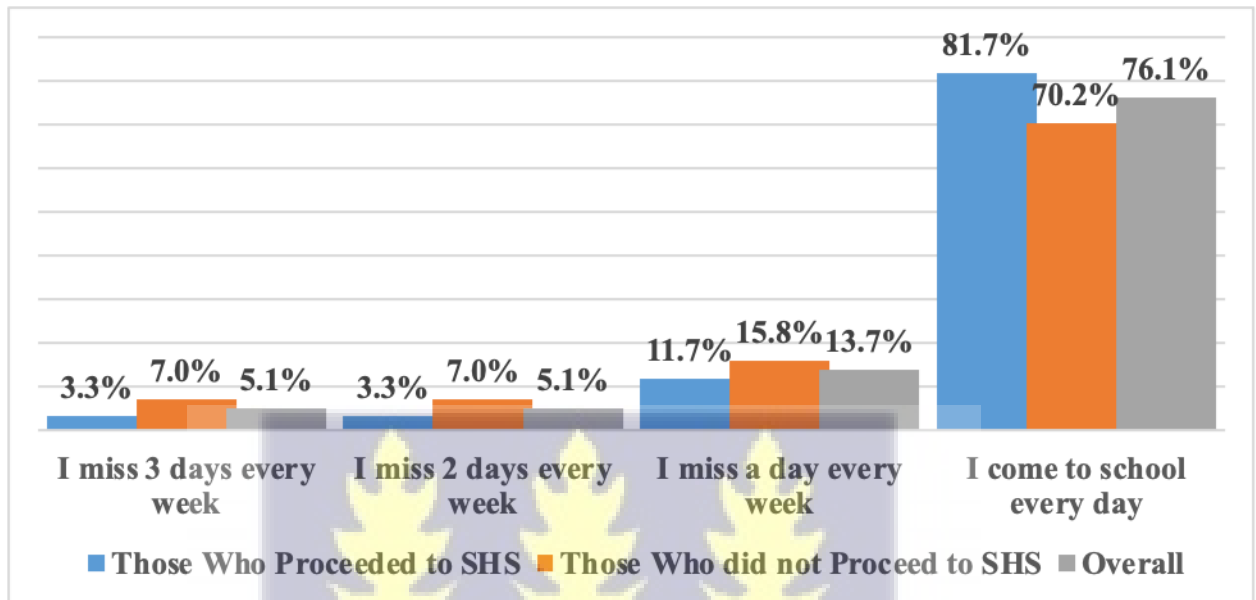
The rate of attendance at school has been noted to affect educational performance.

Respondents were therefore asked about how regularly they went to school. Generally, most of the respondents were in school every day; 81.7% and 70.2% for those who proceeded to SHS and those who did not respectively. The difference between the two groups was also noticeable for those who skipped one, two or three days of class each week.

The reasons for the absenteeism ranged from not liking school and lack of school facilities. In spite of the differences, there was no significant association between school attendance and the academic performance of the respondents.

There was no significant association between school attendance and the academic performance of the respondents. At a significance level of 0.05, the result obtained was 0.490 which is not significant because it is greater than 0.05.

Figure 4. 4: Proportion of respondents who attended school regularly



Pr=0.490

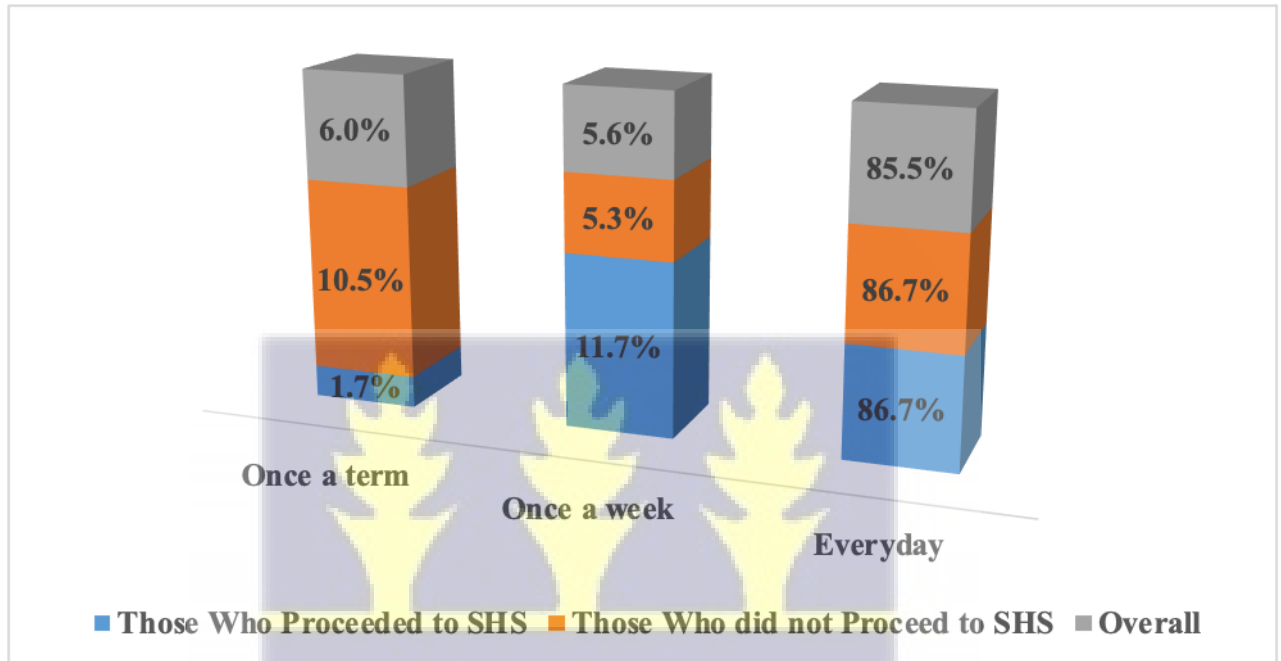
❖ ATTENDANCE AT MORNING ASSEMBLY

Morning assembly is an important aspect of schooling because in addition to prayers, it helps learners to develop discipline through orderliness in the arrangement of lines. Also leadership, confidence and public speaking skills are nurtured during these periods. Once one is able to report to school before assembly, one is able to be present at the assembly ground.

The same percentage of respondents (86.7%) in both categories attended morning assembly daily. It was observed that while only 1.7% of the respondents who proceeded to SHS missed out on assembly once a term, nearly ten times that number, (10.5%) of respondents who did not proceed to SHS had missed assembly once during the term. However, it was also observed that the respondents who proceeded to the SHS were twice as likely to miss out on assembly once a week than those who had not; 11.7% and 5.3% respectively.

Morning assembly attendance has no significant association with students' performance. At a significance level of 0.05, the result obtained was 0.072 which is not significant because it is greater than 0.05.

Figure 4. 5: Proportion of respondents who attended school morning assembly



Pr=0.072

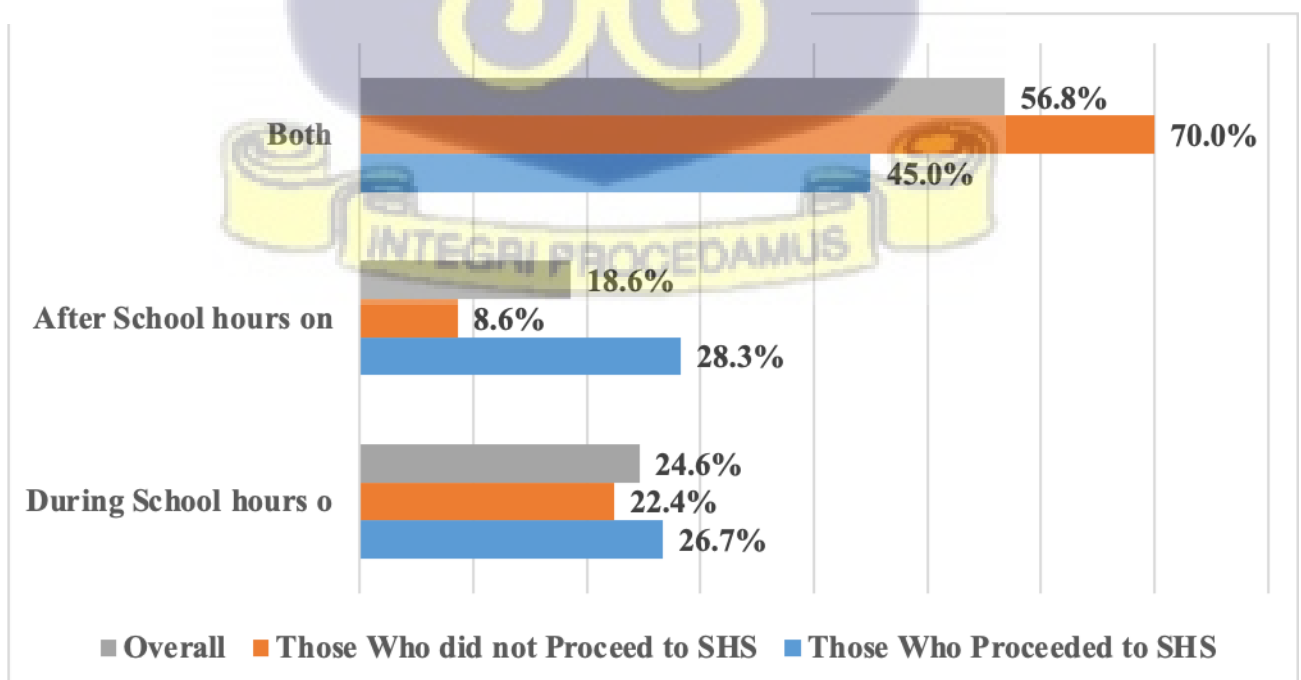
According to Adeola (2013), attitudes can influence students' social and academic achievement in either a positive or negative way. Truancy, persistent lateness to school, absenteeism from school, disobedience, laziness, disregarding school rules and regulations, are some negative behaviours that could be detrimental to students' social and academic work. On the other hand, the influence could be aimed at improving students' social and academic achievement. Drawing on the Motivational System Theory, achievement and competence are the outcomes of a motivated, competent and biologically capable person interacting within a responsive environment which is a critical input. This confirms the input-process-output theory which asserts that no matter the right quantity and quality of input injected into a student, this will not achieve positive results if the student is not motivated from within.

Students can be influenced socially, psychologically, and intellectually in a positive way, all of which can improve academic performance as well as good social behaviour. Coleman (2014). There is no direct link between the researcher's findings and that of Adeola (2013) and Coleman (2014). In the case of the students in Kasoa studied for this purpose, although there are differences in attitude between those who completed their studies at JHS level and those who proceeded to SHS level, these differences are not statistically significant.

4.5 PEER PRESSURE

The influence of peers on each other especially at the adolescent stage is critical. This is because they can influence each other positively or negatively which ultimately had implications for their academic performance. Respondents understood peer pressure in different ways. For some it was simply the influence of peers. There was no specific assertion regarding the nature of this influence. Others responded that it is the direct and indirect influence of peers on each other whereas some were emphatic that peer pressure is the negative influence on one. Peer pressure can be both negative and positive. Inasmuch as some respondents understood the term, others did not understand the term and had no idea of what it meant. To understand the impact of peer pressure on academic performance, we first explored the relationship between peers and time spent hanging out both during and after school hours.

Figure 4. 6: Proportion of time spent with friends

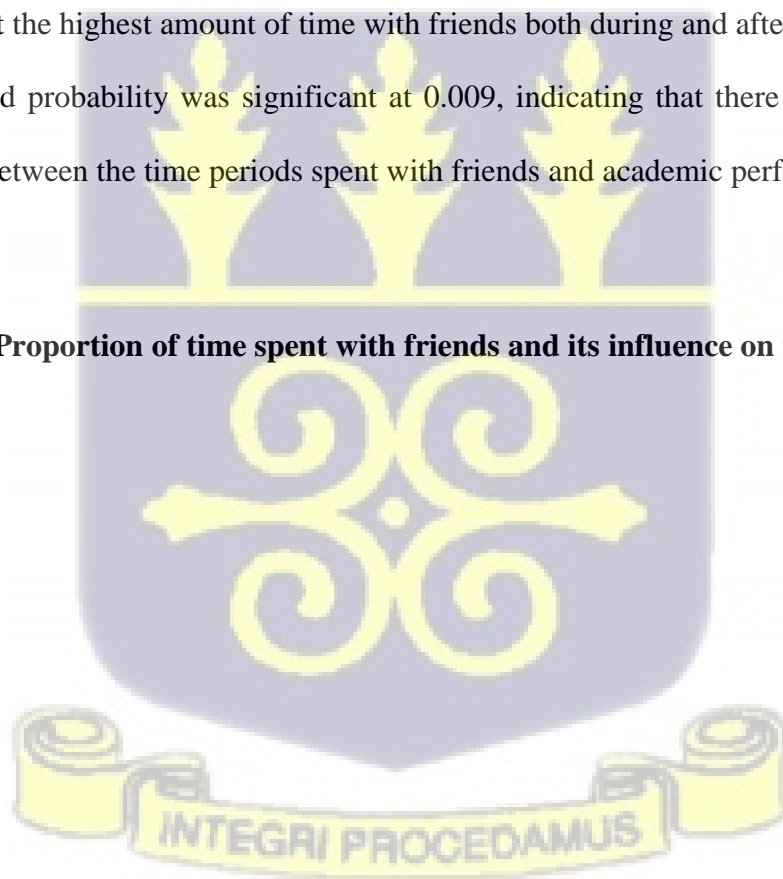


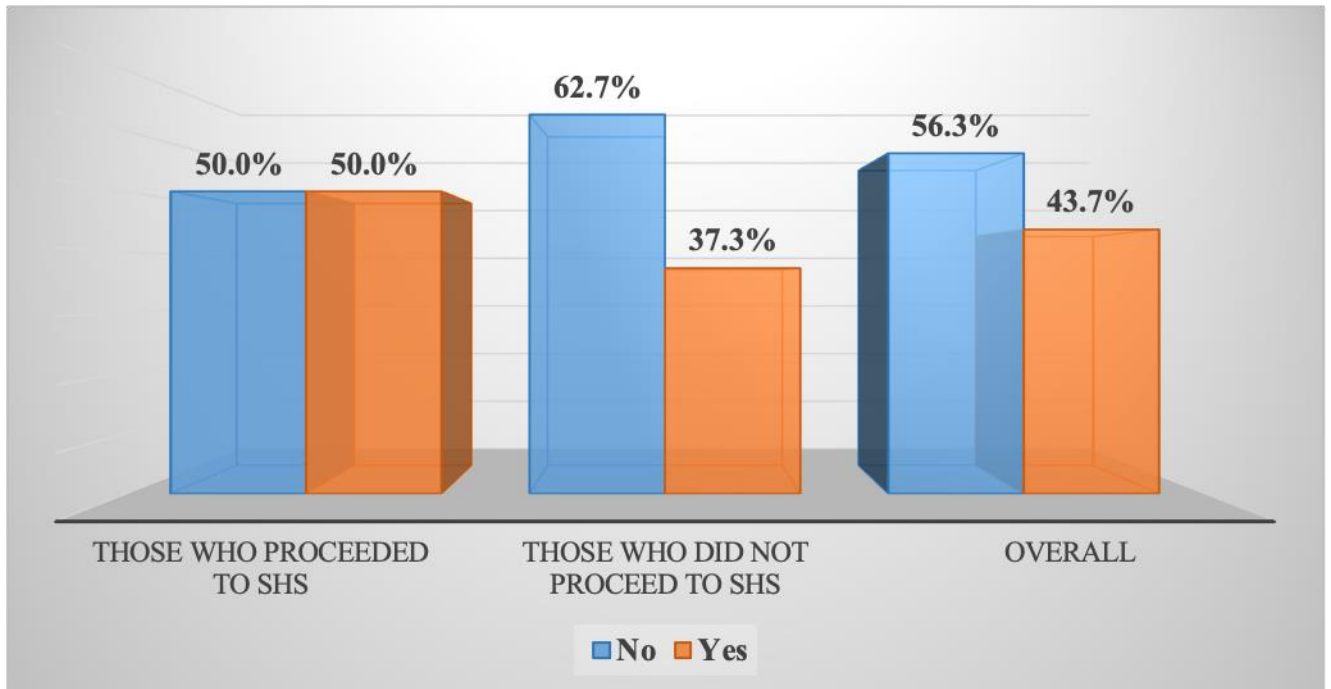
Pr=0.009

Comparing both groups of respondents, that is those who proceeded to the SHS and those who did not, 26.7% and 22.4% respectively spent time with their friends during school hours only while 28.3% and 8.6% respectively spent time with their friends after school hours only and 45% and 70% respectively spent both periods with their friends. It is evident that respondents who did not proceed to the SHS spent the highest amount of time with friends both during and after school hours.

The associated probability was significant at 0.009, indicating that there is a statistically significant relationship between the time periods spent with friends and academic performance.

Figure 4. 7: Proportion of time spent with friends and its influence on the studies of respondents





Pr= 0.162

The researcher went further to investigate whether spending time with friends influenced their studies. For the respondents who proceeded to the SHS, 50% asserted that their studies was positively affected while 50% said it affected them negatively. For the respondents who did not proceed to the SHS, 62.7% responded that spending time with friends negatively affected their studies while 37.3% asserted that it positively influenced their studies.

However, after a significant test was conducted, it proved that there is no significant association between the amount of time spent with friends and its impact on the studies of students. The associated probability was not significant at 0.162, indicating that it is statistically insignificant.

The respondents recounted how peer pressure influenced their studies in both positive and negative ways as follows:

“ It challenged me to learn harder”

“ It didn’t help because I was interested in making money”

“ My peers did not allow me to study”

“ I was studying anyway”

“ It influenced my mathematics positively “

“ I don’t like learning”

“ It helped my academics positively every time I got to play with them”

“ It slowed my academic performance”

These varying opinions show that students do have the perception, no matter how valid that to some extent peer pressure can affect one’s academic work.

The researcher’s findings was also statistically insignificant with respect to the relationship between peer pressure and academic performance. Peer pressure is commonly associated with negativity Ogunwale (2013) but some scholars such as Kellie (2013) emphasised the positive effects associated with peer pressure. Some of these positive effects includes studying, obeying rules and regulations and more. This position is consistent with the motivational system theory which argues that no matter how hard parents and teachers strive to help the students, if they are not motivated intrinsically and committed to their academic work, all efforts will be in vain.

4.6 HEALTH CONDITIONS

Respondents were asked whether they had any health conditions. For the respondents who proceeded to the SHS, 71.7% had no health conditions while on the other hand, 80% of those who did not proceed to SHS had no health conditions.

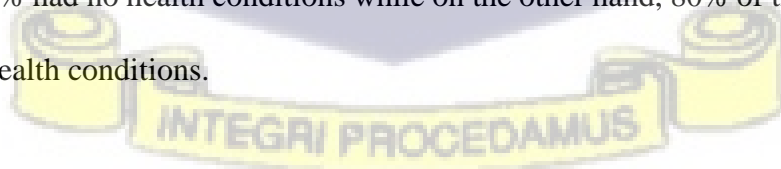
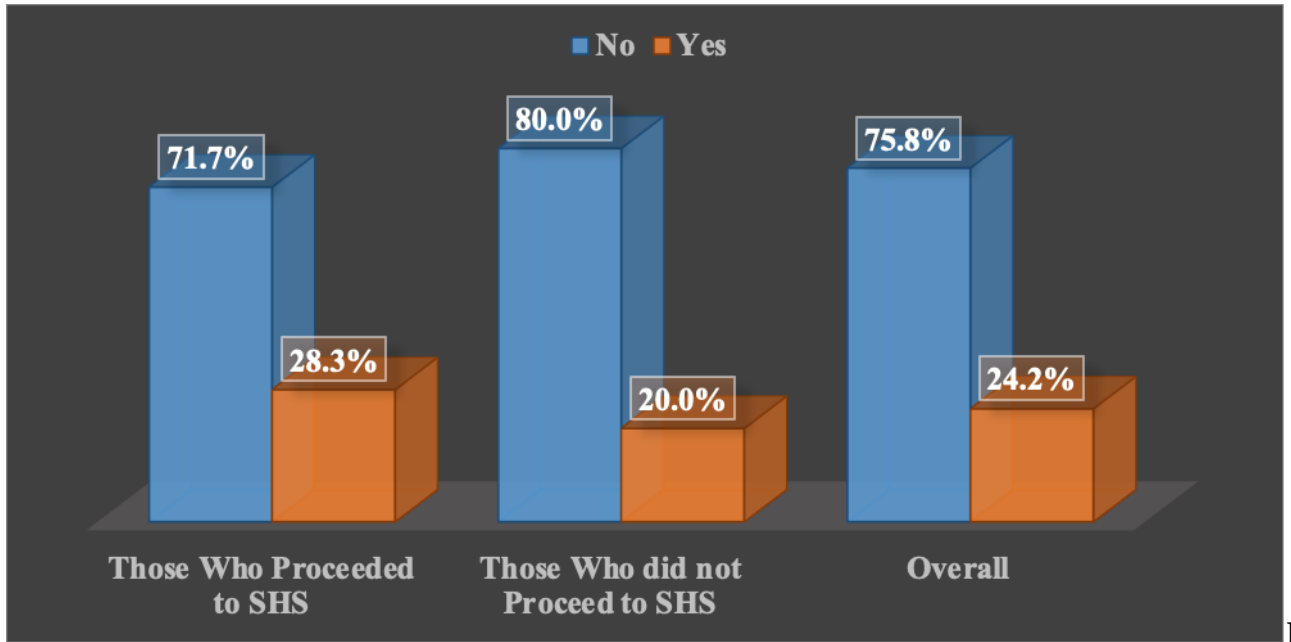
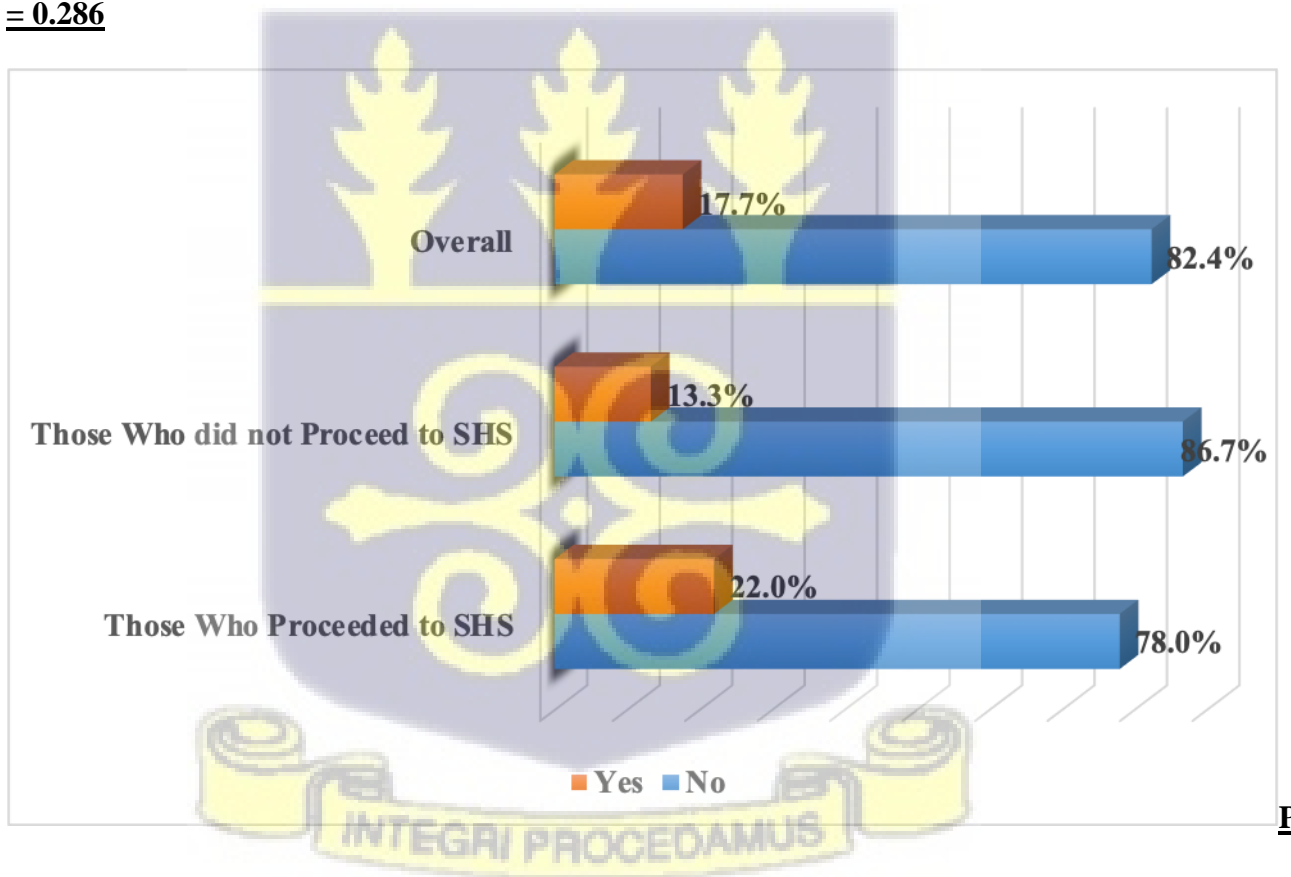


Figure 4. 8: Proportion of Children Who have Health Conditions



Pr

= 0.286



Pr

= 0.213

One would expect that there would be a relationship between health condition and performance at school. After all, it would be difficult to concentrate during lesson hours when sick. Also, absences from

school because of ill-health would affect academic performance because teachers hardly went over what was taught in their absence. The students affirmed these views in the following words:

“ I have severe menstrual cramps which does not allow me to concentrate in class during my periods”

“ Bad menstrual pain which makes me miss classes”

“ My condition did not allow me to go to school”

“My condition makes holding of books and stationery difficult. I didn't fit in because of my disability.

“It affected my academic performance when my condition got worse and couldn't concentrate in class”.

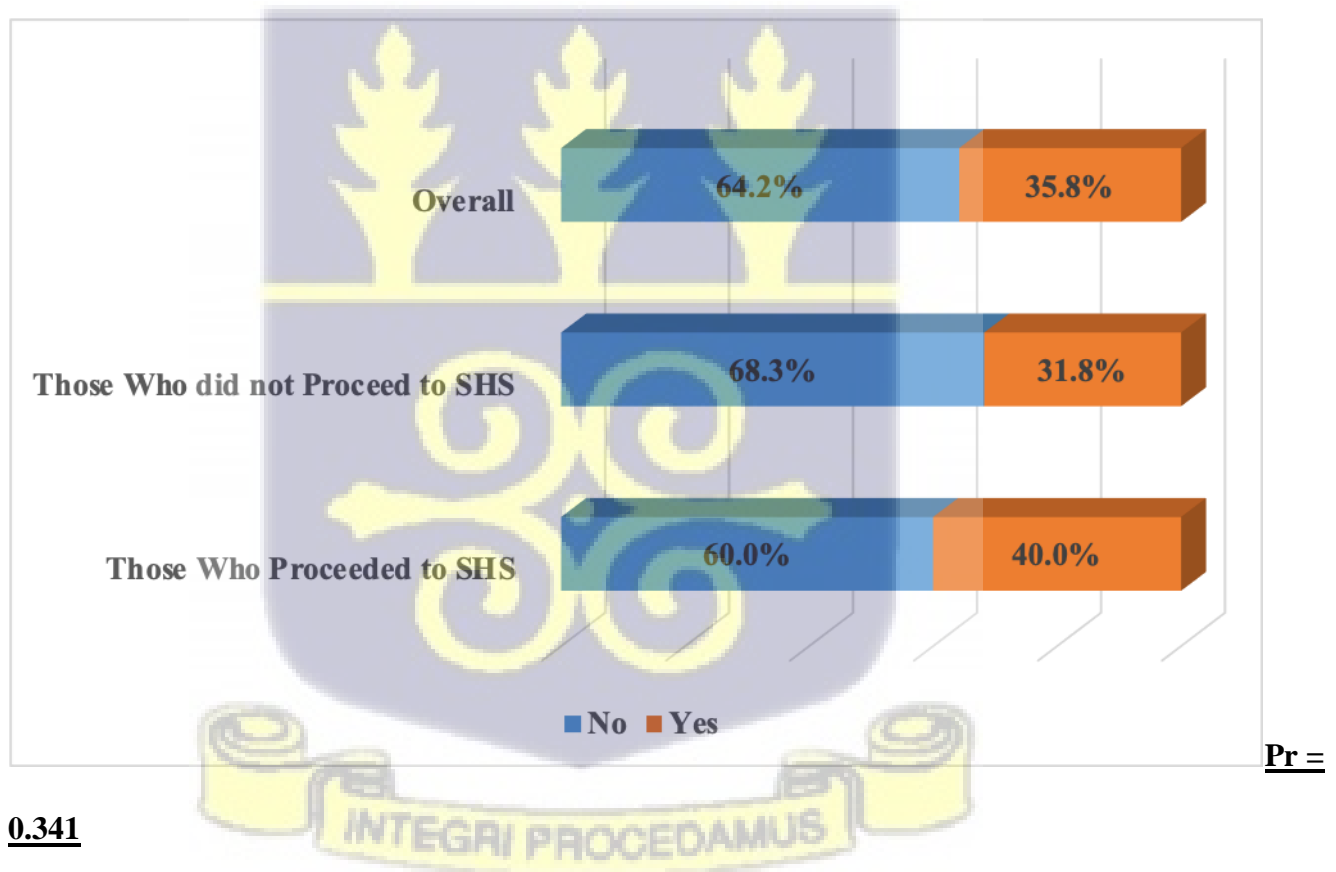
Nonetheless, there was no significant association after a significance test was performed to determine whether there was a relationship between the health status of students and academic performance of pupils. At a significance level of 0.05, the result obtained was 0.286 which is not significant because it is greater than 0.05.

The US Centre for Disease Control and Prevention (CDC, 2005) has emphasised on the strong relationship between academic success and the health of people especially the youth. Research shows that students with poor health have a higher tendency of school failure which includes absenteeism, dropping out and difficulty catching up with class mates. Similarly, some researchers have found a significant relationship between specific attributes of health and academic achievement. For example, there is an association between nutrition and physical activity with higher academic performance Edwards (2011). Sound health is an essential and critical aspect of the input –process –output theory. Even though in this study, it was not statistically significant, comments from some of the respondents proved the negative outcomes on their academics due to poor health state. This, however, is not similar to the researcher's findings. Although there was a difference between the two groups in term of health status with those who did not proceed to SHS being slightly more ill than those who proceeded to SHS, this difference was statistically insignificant.

4.7 SOCIAL MEDIA

Young people dominate the usage of social media globally according to Rideout et al. (2010) as well as Kaplan and Haenlein (2010). While the effects of the usage of social media on academic performance has been explored elsewhere, its impact locally has yet to be explored in depth hence the interest in this question.

Figure 4. 9: Proportion of respondents who were on social media

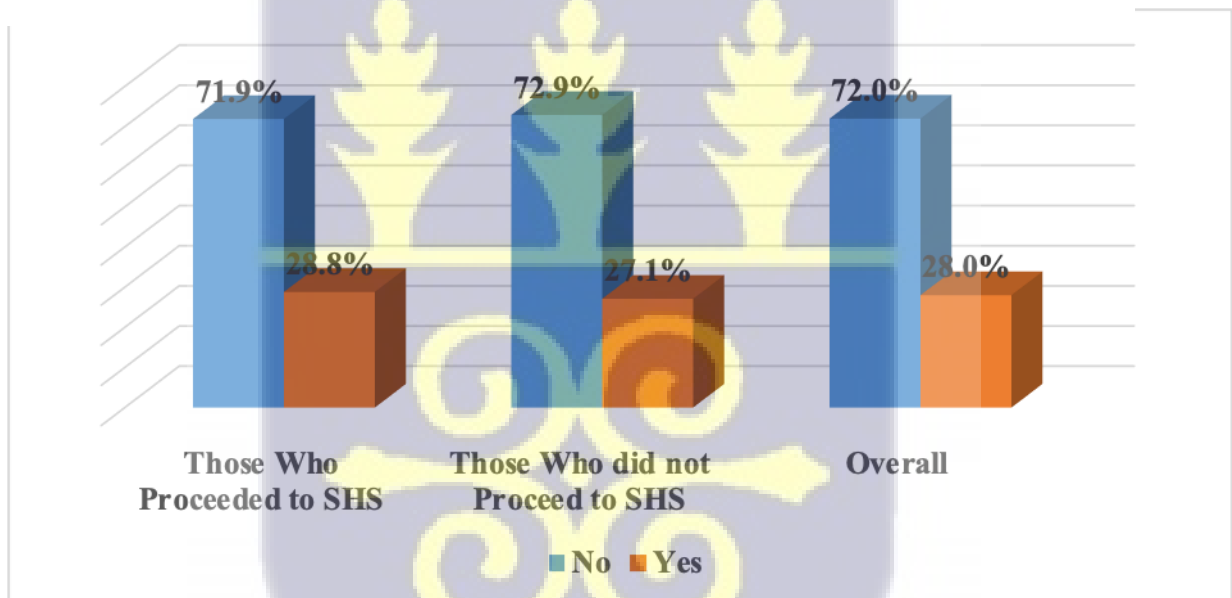


0.341

Overall, less than half of the respondents were on social media. Interestingly, those who proceeded to the SHS were more likely to be on social media (40%) than those who did not proceed to the SHS (31.8%).

There was no significant association after a significance test was performed to determine whether there was a relationship between social media presence and studies among the two categories of respondents surveyed. At a significance level of 0.05, the result obtained was 0.341 which is not significant because it is greater than 0.05.

Figure 4. 10: Proportion of respondents who believed that their academic performance was affected by their presence on social media



$p \leq 0.05$ $Pr = 0.837$ No significant association

Indeed, both categories of respondents were generally of the view that their social media practices did not affect their academic performance. 71.9% of those who proceeded to SHS and 72.9% of those who

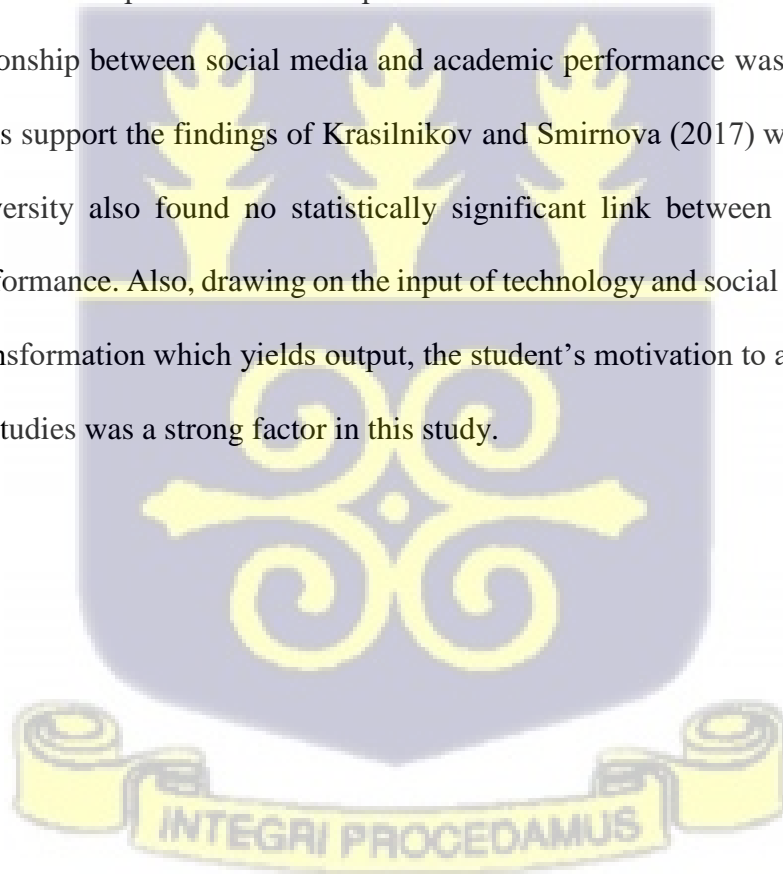
did not. Roughly a quarter of both groups, however, asserted that their presence on social media to some extent affected their academic performance. Below are some of their responses :

“ Too much betting and watching of pornography”

“ It brought my performance down”

“Even though I was not on social media, I used my parent’s phone which didn’t help.

There is no clear link between social media usage and academic performance as pointed out by Mehmood & Taswir (2003). Scholars like Krasilnikov and Smirnova (2017) are of the view that social media usage has no impact on academic performance. It was deduced from the researcher’s findings that the relationship between social media and academic performance was not statistically significant. These findings support the findings of Krasilnikov and Smirnova (2017) who’s writing on the youth at Russian University also found no statistically significant link between social media presence and academic performance. Also, drawing on the input of technology and social media which is an important aspect for transformation which yields output, the student’s motivation to appropriately apportion their time to their studies was a strong factor in this study.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter highlights the analysis of factors affecting students' performance in Kasoa as already detailed in the previous sections. This chapter summarises the findings as well as the overall conclusion and implications. It also provides recommendations on what needs to be done based on the identified students' factors responsible for their academic performance.

5.2 SUMMARY OF FINDINGS

Kasoa, over the last few years, has grown into a town with lots of people migrating into it due to its commercial and business nature. As a result, a lot of private schools have sprang up to offer education to the growing population with just a few public schools serving this large population. Most parents' cannot afford to take their children to the private schools system due to the huge school fees. While there is literature that suggests that the private school system (environment and resources) lend itself better to improve the academic performance of children, there is also a wealth of literature that suggest that other factors such as parents and students themselves also impact on school performance.

This situation then raises the question of how students' themselves contribute to their own academic success in school. The study sought to analyse the factors responsible for students' performance at Kasoa and suggest strategies that may improve their performance.

Specifically, the research identified socio-demographic background, attitudes, peer pressure, health conditions and social media as potential factors that could, significantly affect students' performance.

After a rigorous analysis of the field data, the major issues uncovered are as follow.

Firstly the study found the relationship between socio-demographic background and academic performance, specifically the education and occupational backgrounds of parents. The educational levels of parents has a significant relationship on the academic performance of students whereas there is no significant relationship for the respondents who live with a guardian. The likelihood of proceeding to SHS, depended on whether a mother had at least some primary school education or more and whether a father had tertiary education. The effect was starker for girls than for it was for boys. Parents with education take greater interest in their children's education by purchasing more books to supplement their school work and assisting with homework. Parents can also contribute to the academic performance of their children by providing all educational needs, communicating with teachers to discover how their children are doing in school, and attending Parent Teacher Association meetings to assist in the development of measures to stimulate teaching and learning but perhaps above all what parents, especially fathers do is to model excellence in academic performance as living proof of the possibility and benefits of post-basic education. With respect to occupation, children who had fathers in civil service jobs were much more likely to proceed to Senior High School. Here again, the fathers seem to model both the possibility and benefits of post basic education. Free access to secondary education for all was a priority of the government as in 2017 the Free SHS policy was implemented. The issue of finance

being a barrier for some BECE candidates who cannot afford had access because the policy was basically about the grades and accessibility.

The research also revealed students' attitude such as the meaning of education, importance of education, understanding of quality education, regularity of students' to school, frequency to morning assembly and how they like schooling and education generally accounted for the low academic performance of some students in Kasoa as they elaborated on it. The attitude of the students play an essential role in knowledge acquisition. The availability of enough teaching and learning materials, good teachers, serene environment and parental support will firm up their academic performance of student in the public schools in Kasoa. Though 87.4 % of the respondents liked school, skipping school, not studying at home, revising notes, missing assembly, talking during lesson hours can still affect the performance of students. Some learners' leave the school after marking their names in the register to go the internet cafe, go swimming or go to the market to sell to earn some money. Hardy (2003) elaborates on the negative relationship between economic activities and academic performance. However, after the running of the significance test, regularity to school, likeability of school and frequency to morning assembly had no statistically significant relationship to students' performance.

In addition, peer pressure to leave school during lesson hours to play with friends, spending too much time with friends playing both during and after school and disturbance from friends contributed to the low academic performance of students'. There was a significant relationship between the time spent with friends and students performance. However, there was no significant association between the influence of the time spent with friends and its impact on the performance of the students.

Furthermore, the health status of students can affect the academic performance due to their absence in school when they are sick. If they attempt to come to school in such conditions, they are unable to concentrate due to the pain and discomfort. However, after a significance test was conducted, it showed

that there is no significant association between the health status and their academic performance as measured in those who proceeded to the SHS and those who did not.

Finally, it was clearly evident that only 35.8% of the respondents were on social media because they did not have smart phones to help them join these social networks. The academic performance of students can drop if they spend more time on these networks while side-lining their academic work. Students threw light on the exposure to pornography and betting which did not help them. Nonetheless, there was no significant association after a significance test was performed to determine whether there was a statistically significant relationship between social media presence and its effects on a student's academic performance as measured in proceeding to the SHS. At a significance level of 0.05, the result obtained was 0.837 which is not significant because it is greater than 0.05

5.3 RECOMMENDATIONS

The following recommendations have been made based on the study's findings:

❖ POSITIVE ATTITUDE OF STUDENTS TOWARDS SCHOOLING AND LEARNING

The attitudes of students' that accounted for the low academic performance in school were going to school because there is nothing to do at home, to hang out with friends, the idea of going to school for it sake and to help parents. It is recommended that students reorient their position towards schooling and learning. It should be an opportunity to contribute positively to the community they find themselves. This can be achieved by joining groups in the school to enjoy the full package of education. In this way, other skills and talents will be developed which makes the students the best fit for every aspect of life.

❖ SELF MOTIVATION BY STUDENTS

The incidence of skipping classes during lesson hours, lateness to school and absenteeism were identified but this is because of a lack or a challenge in the school that account for these things. Some include the absence of a computer laboratory, lack of books and physical punishment in schools. It is

suggested that students should self-encourage in spite of these challenges. Past students from the community who have excelled in their disciplines should be called to speak with the students on a regular basis to reinforce the self-motivation. Senior secondary school students could be used for the same purpose. They will be role models and motivators for the students. Teachers must also encourage students to learn. It is critical for teachers to motivate students and arouse their interest in every subject taught. Positive reinforcements by teachers can help students excel and motivate them to attain their goals.

❖ PUNCTUALITY AND REGULAR CLASS ATTENDANCE

Being on time is a necessary skill that is important for every student. Being punctual and regular at assembly and to school programmes are as equally important as studying. Public speaking, confidence and leadership skills are nurtured during meetings like this. Students should work towards getting involved in all school programmes.

❖ REGULARLY STUDYING AND PAYING ATTENTION IN CLASS

Students should set clear academic goals for themselves and stick to them. For effective studying to take place, a clear and realistic time table should be developed to aid the process. Students should also come up with strategies to assess and evaluate their study pattern and performance with their teachers. Also, the marks from assignments and school work can be used in self-assessment of their performance. In terms of paying attention in class, students should try to eliminate any distraction by refraining from speaking to classmates who only speak when teachers are teaching. Also, one's seating position can be changed for effective teaching and learning to take place.

5.4 CONCLUSION OF THE STUDY

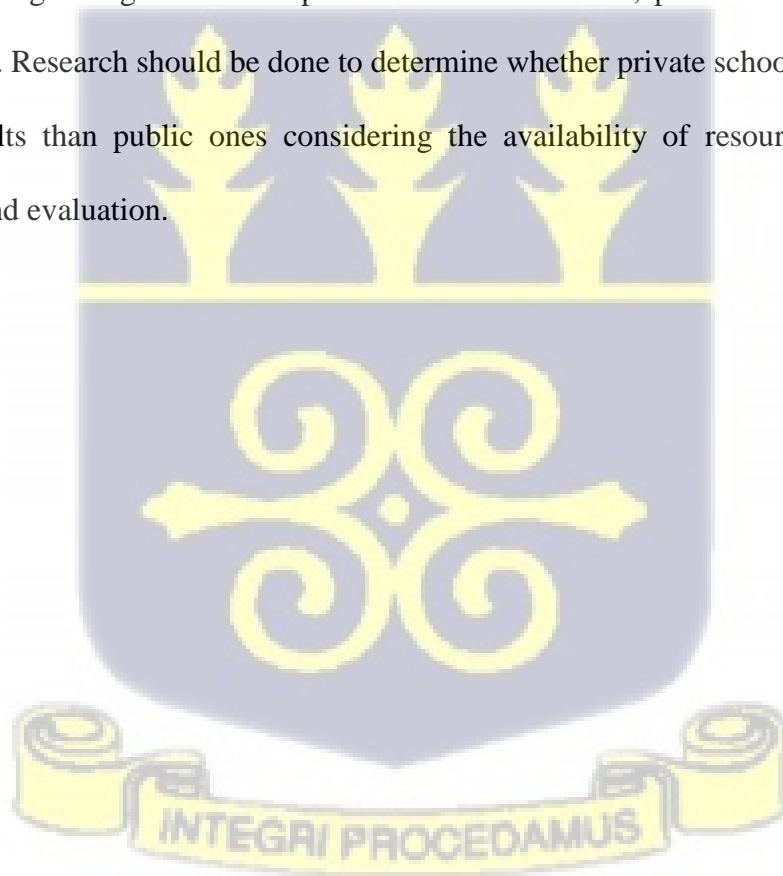
This study draws on the responses of 60 young people who had proceeded to SHS and 60 who had not. The study revealed factors affecting the academic performance of students' in Kasoa. The findings were categorised into students' attitude, peer pressure, health and social media. The study threw light on how

each of these factors contributed to the students' poor performance and made suggestions to improve pupil's performance.

The recommendations included self-motivation, positive attitude of students towards schooling and learning, punctuality and regular class attendance and studying as well as paying of attention in class.

People who attended public junior high schools and had taken the BECE made up the study's target demographic. Because they all attended public schools, this target demographic has the drawback of lacking diversity and checks and balances. In order to analyse the learning outcomes in Kasoa, future study should be conducted on people who attended private schools. It is also recommended that future study examine the gender-specific influences on learning outcomes.

In light of the growing number of private schools in Kasoa, private schools should be taken into consideration. Research should be done to determine whether private schools actually produce superior learning results than public ones considering the availability of resources coupled with effective monitoring and evaluation.



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APPENDIX I

QUESTIONNAIRE FOR PUPILS

Dear Respondent,

The survey collects responses on the factors affecting learning outcomes in Kasoa township.

Be assured that, the survey is strictly for academic work and that your responses will remain confidential, anonymous and will be used only for the purpose of the research. The estimation of time spent to complete this questionnaire should be less than 30 minutes in most circumstance.

SECTION A: Demographic information of respondents

Please provide personal information about yourself by ticking the appropriate response to each item that best describes you.

Bio –Data

1. Sex: Male Female
2. Age: Below 15 years 15 - 19 years 20- 24 years 25- 29 years
3. Form: One Two Three Completed SHS Not in School
4. Mother's educational background
No schooling
Primary education
Secondary education
Post-Secondary education
Graduate education

5. Father's educational background

No schooling []

Primary education []

Secondary education []

Post-Secondary education []

Graduate education []

6. Guardian's educational background

No schooling []

Primary education []

Secondary education []

Post-Secondary education []

Graduate education []

7. Mother's occupation

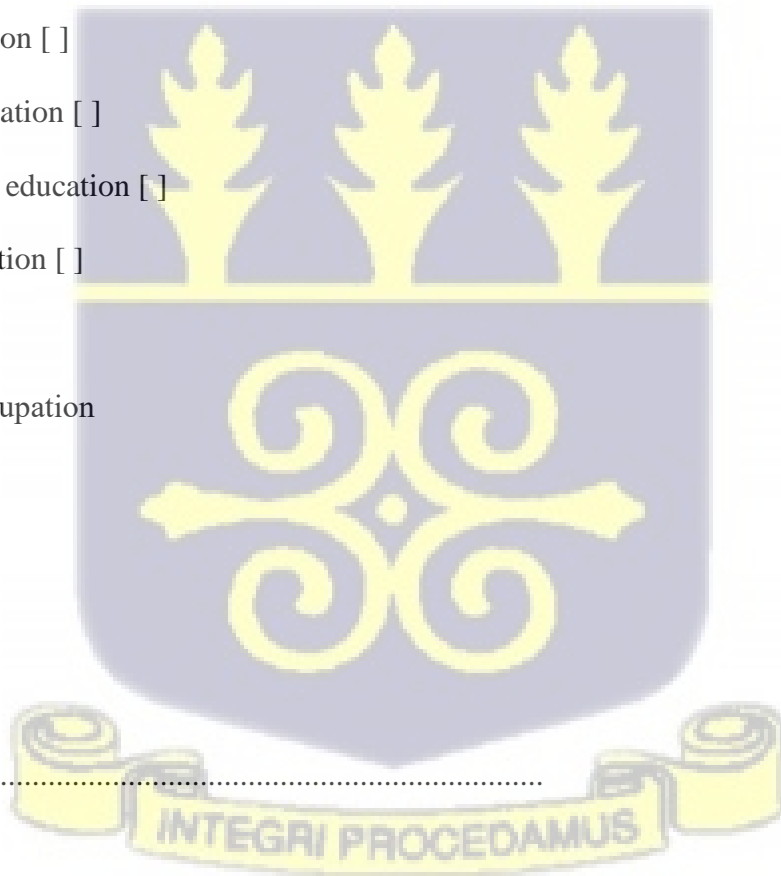
Farming []

Trading []

Civil Service []

House Wife []

Others [], State.....



8. Father's occupation

Farming []

Trading []

Civil Service []

House Wife []

Others [], State.....

9. Guardian's occupation

Farming []

Trading []

Civil Service []

House Wife []

Others [], State.....

10. Number of siblings Boys [] Girls []

11. Who provides your educational needs?

a. Mother [] b. Father [] c. Guardian []

Others, please state.....

SECTION B

1. What does education mean to you?

.....

.....

.....



2. Do you think education is important? If Yes, why? If No, why not?

.....
.....
.....

3. What do you understand by quality education?

.....
.....
.....

SECTION C

1. How regularly did you go to school?

I miss 3 days every week []

I miss 2 days every week []

I miss a day every week []

I come to school every day []

Other (specify).....

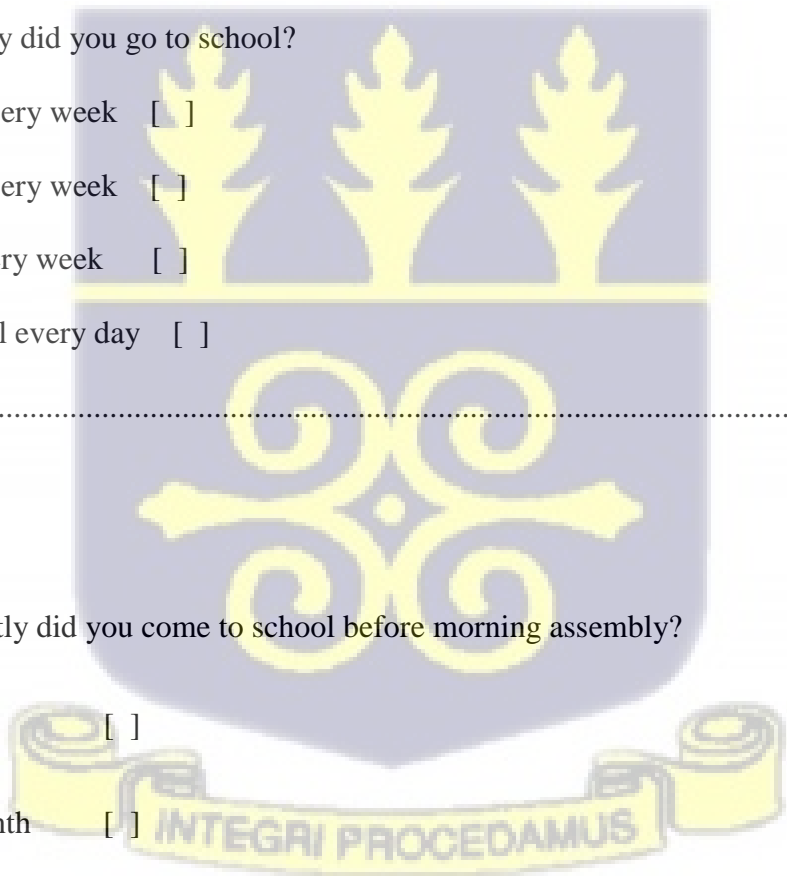
2. How frequently did you come to school before morning assembly?

Once a term []

Once every month []

Once a week []

Everyday []



3. Did you like schooling?

Yes []

No []

If Yes, why? If No, why not?

.....
.....
.....

4. What is your understanding of peer pressure?

.....
.....
.....

5. How often did you spend time with your friends?

During School hours only []

After School hours only []

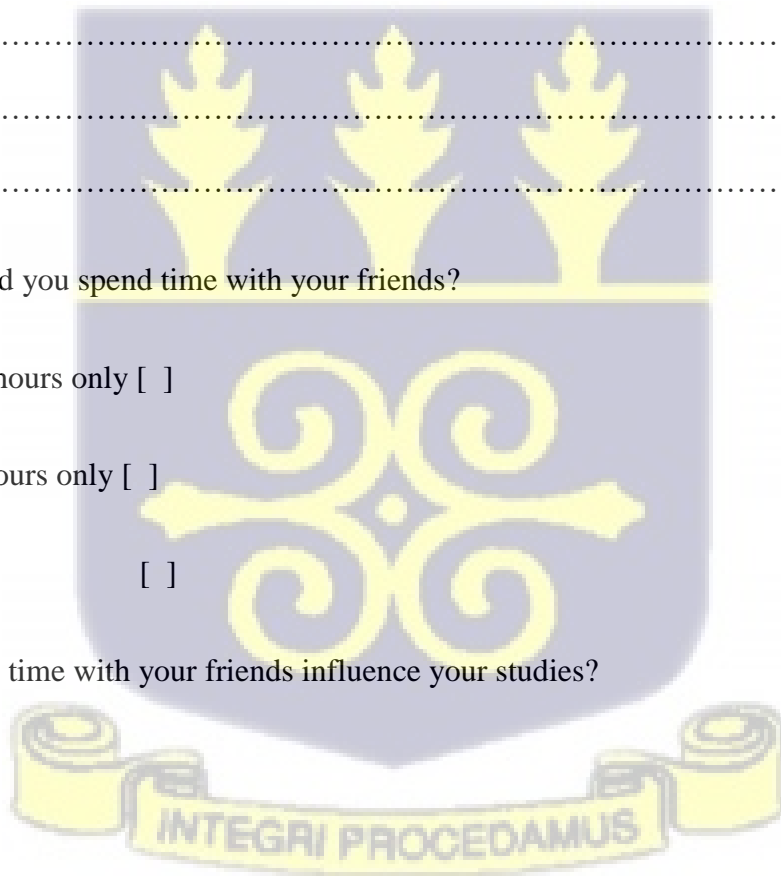
Both []

6. Did spending time with your friends influence your studies?

Yes []

No []

If Yes, why? If No, why not?



.....
.....
.....

7. How did peer pressure influence your academic performance?

.....
.....
.....

8. Do you have any health conditions?

Yes []

No []

9. Did this health condition affect your academic performance?

.....
.....
.....

10. Were you on social media when you were in School?

Yes []

No []



11. Did it affect your academic performance?

Yes []

No []

If Yes, why? If No, why not?

.....
.....
.....

SECTION D

1. What strategies will you recommend to improve students' academic performance?

.....
.....
.....

