

**FACTORS AFFECTING ACADEMIC PERFORMANCE OF
SECONDARY SCHOOL STUDENTS IN TRANS MARA
DISTRICT RIFT VALLEY PROVINCE KENYA**

**BY
LABOSO EDWIN SAMUMKUT**

BSE\16204\71\DF

**A RESEARCH PROJECT SUBMITTED TO THE FACULTY OF
EDUCATION IN PARTIAL FULFILLMENT OF THE AWARD
OF BACHELOR OF SCIENCE WITH EDUCATION
DEGREE OF KAMPALA INTERNATIONAL
UNIVERSITY**

SEPTEMBER, 2010

DECLARATION

I Laboso Edwin, declare that this research report is from my own work and has never been produced by any one else for the same award in this or any other university or institution.

Signature: 

Name: Laboso Edwin

Date: 15/09/2010

APPROVAL

I, Mr. Rotich Stanley, approves that this research report is his own work and has never been produced by any one else for the same award in this or any other university or institution.

Supervisor's signature.....

Name.....Stanley Rotich

Date:.....15/09/2010

DEDICATION

This work is dedicated from the depth of my heart to my beloved wife and daughter Laboso

Nelly and Chebet Laboso.

ACKNOWLEDGEMENT

I must first acknowledge the effort of my supervisor Mr. Rotich for the excellent work in reviewing and guiding me while writing the manuscripts. Credit goes to him for the steady encouragement and keen insight throughout the writing process which have been of enormous value.

I also extend my sincere gratitude to my family members for their staunch support emotionally, spiritually and above all for believing in me that I could write this project.

Above all things Gods guidance as a driver in my life while writing this research and always can not be forgotten for he makes us heads and not tails always and indeed we are winners.

ABSTRACT

The purpose of this study is to investigate the factors affecting academic performance with a view of recommendation for behavior modifications on teachers, parents and students.

The study will be undertaken in Trans Mara district in rift valley province Kenya. Seven n out of the eleven sampled schools in the district will be sampled out. The class sampled out will be form four.

In the study various factors under home, school and in between related causes to be ranked by the respondent according to how they view the seriousness of each as a cause of student's performance will be viewed. The data will be collected analyzed and recommendations made to the concerned.

It's hoped that the subject will cooperate well for this study succeed as intended.

TABLE OF CONTENTS

Declaration.....	i
Approval.....	ii
Dedication.....	iii
Acknowledgement.....	iv
Abstract.....	v
Table of contents.....	vi
 CHAPTER ONE	 1
Introduction.....	1
1.0 Background of the Study	1
1.1 Statement of the Problem.....	1
1.2 Purpose of the Study	1
1.3 Objectives of the Study.....	2
1.4 Research Questions.....	2
1.5 Research Hypothesis.....	2
1.6 Significance of the Study	3
1.7 Limitation.....	3
1.8 Assumptions.....	3
1.9 Conceptual Frameworks	3
1.10 Theoretical Framework.....	3
 CHAPTER TWO	 4
LITERATURE REVIEW	4
2.0 Introduction.....	4
 CHAPTER THREE	 6
RESEARCH METHODOLOGY.....	6
3.0 Introduction.....	6
3.1 Research Design.....	6
3.2 Research Environment.....	6
3.3 Research Respondents	7
3.4 Sample Size Determination.....	6

3.5 Research Instrument.....	7
3.6 Confidentiality of Responses.	7
3.7 Data Collection Procedure	7
3.8 Method for Data Analysis.....	7
 CHAPTER FOUR.....	 8
DATA ANALYSIS AND PRESENTATION	8
4.0 Introduction.....	8
4.1 Description of Respondents	8
4.2 Background Information.....	9
4.3 School enrolment	9
4.4 Age.....	9
Table 4.4: Descriptive Statistics of the Age of the Students.....	10
Results.....	11
4.5 Adequacy of teaching and learning materials.....	11
4.6 Availability of text books.....	12
4.7 Availability of Professional Teachers.....	12
4.8 payment of school fees.....	12
4.9 Organization of In-Service Training.....	13
4.1.0 Organization of Regular Staff Meetings	13
4.1.1 Lesson Note Preparation	13
4.1.2 Availability of Infrastructure and Materials	14
4.1.3 Incidents of Lateness to school	15
4.1.4 Incidence of Absenteeism.....	16
4.1.5 Use of language in teaching.....	16
4.1.6 Completion of syllabus.	17
4.1.7 Interests in Students Understanding of Lesson.....	18
4.1.8 Teachers' work habit.....	19
4.2.0 Regularity in school	19
4.2.1 Language use	20
4.2.2 Enjoyment of Teachers' Lessons	22

4.2.3 Help with studies at home.....	23
4.2.4 Parent's Provision of Textbooks.....	23
4.2.5 Provision of the Basic School Needs.....	24
CHAPTER FIVE	25
DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS	26
5.0 Discussion.....	26
5.1 School Factors:.....	27
REFERENCES	28
APPENDIX A.....	29
STUDENT'S QUESTIONNAIRES	29
PART I:.....	29
PART II.....	29
PART III	29
PART IV	30
PART V	31
PART IV	32
APPENDIX B	33
TEACHERS QUESTIONNAIRES	33
APPENDIX C	36
QUESTIONNAIRES FOR THE HEAD TEACHERS.....	36
APPENDIX D.....	37
PARENTS QUESTIONNAIRE	37

CHAPTER ONE

Introduction

1.0 Background of the Study

The low academic performance of students in Trans Mara has been a concern to the government over the past few years. The schools have shown poor performance in all public examinations. the school have been performing poorly in the national performance monitoring test for the district s. they have also continuously performed poorly in he national examination and as a results very few students from such have been able to gain admissions to the universities . This situation is indeed pathetic and it's with this in mind that intend to carry research.

1.1 Statement of the Problem

The situation a s described above is a great problem since the Kenyan governments has initiated programs such as free secondary school education with the view to improving the quality of the educational system through the free secondary school education program the Kenyan government seeks to ensure that al citizens are equipped with fundamental knowledge and skills that will enable them to be full stakeholders in and beneficiaries of development.

The pathetic situation in Transmara district has alarmed the researcher and thus seeking ways to research into the factors leading to low academic performance. its hoped that through this research this possible solution will be sough since he parents , learners and teachers are the major layer in this filed , its hoped that each of them will identity what he or she may contribute towards the academic performance of the learners and hence he school

1.2Purpose of the Study

The purpose of this study is to obtain evidence of the factors that are responsible for the low academic performance of students in Transmara District.

1.3 Objectives of the Study

- a) To determine school environmental factors that affect academic performance of the students.
- b) To determine teacher factors that affect academic performance of the students. To investigate the relationship
- c) To investigate the relationship between students' characters and the academic performance
- d) To investigate the relationship between a parental support and academic performance.

1.4 Research Questions

Specifically, the study sought to answer the following questions.

- a) What school environmental factors that affect academic performance of the students?
- b) What teacher factors that affect academic performance of the students.
- c) What pupil characteristics are responsible for their poor performance?
- d) What parental support variable cause learners to perform poorly academically?

1.5 Research Hypothesis

- a) There is no significant relationship between school environment and academic performance
- b) There is no significance relationship between teacher and academic performance
- c) There is no significant relationship between student's characteristics and their academic performance.
- d) There is no significance relationship between parental support variables and academic performance.

1.6 Significant of the Study

It's hoped that his study will highlight the factors affecting the academic performance in our secondary schools. This knowledge will be used to get possible solution to the problem. The need for the solution to this problem can be of less importance without the knowledge of what cause them

1.7 Limitation

The limitation of the study are

1. Finance
2. Time

The above two have restricted my study to be carried out on a small area and with few subjects.

1.8 Assumptions

That the sample schools and sampled population selected for the study are operating with the same environment al conditions

1.9 Conceptual Frameworks

This study is aimed at bring out knowledge of the cause of low performance in secondary school. The acquiring of this knowledge is expected to be utilized for the purpose of the behavior modification by all learners, teacher and parents.

1.10 Theoretical Framework

The theory I have chosen for this study in person centered theory by Carl Rodgers (1902-1987) I have chosen it because it values relationship and that people will be good for themselves and others. It also sees the other person as having self actualizing and self fulfilling tendency which needs to be cultivated.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction.

Teacher factors, students' characters and parental support related factors that affect academic performance of the students.

Several factors have generally been identified as causes of poor performance. Agyeman (1993) reported that a teacher who does not have both the academic and professional teacher qualification would undoubtedly have a negative influence on the teaching and learning of his or her subject. However, he further stated that a teacher who is academically and professionally qualified, but works under unfavorable conditions of service would be less dedicated to his work and thus be less productive than a teacher who is unqualified but works under favorable conditions of service.

Neagley and Evans (1970) were of the view that effective supervision on instruction can improve the quality of teaching and learning in the classroom. Etsey Amedahe and Etsey (2004) in a study of sixty schools from Peri-urban (29 schools) and rural (31 school) areas in Ghana found that academic performance was better in private schools than public schools because of more effective supervision of work. Another factor is motivation; a highly motivated person puts in the maximum effort in his or her job, and several factor produce motivation and job satisfaction. Young (1998) examined the job satisfaction of California public school teachers in USA and found that one of the overall job predictor was the salary one earned from it studies by Lockheed et al (1991) indicated that lack of motivation and professional commitment produced poor attendance and unprofessional attitude towards students which in turn affect the performance of students academically.

The availability and use of teaching and learning material affect the effectiveness of a teacher's lesson. According to bloom (1973), the creative use of a variety of media increase the probability that the student would learn more, retain better what they have

learnt and improve their performance on the skills that they are expected to develop. Ausebel(1973) also stated that young children are capable of understanding abstract ideas if they are provided with sufficient materials and concrete experiences with the phenomenon that they are to understand.

Class sizes have also been identified as determinants of academic performance. Studies have indicated that schools with smaller sizes perform better academically than schools with larger classes sizes. Kraft (1984) in his study of the ideal classes sizes above 40 have negative effect on students achievement .Asiedu-Akrofi(1978) indicated that since children have differences in motivation, interests and abilities and that they also differ in health, personal and social adjustment and creativity generally good teaching is best done in classes with smaller numbers that allow for individual attention.

Buttler (1987) as also found that that home work to be a correlate of academic performance. He stated that homework bore a positive relationship with learning outcomes when it is relevant to learning objectives, assigned regularly in reasonable amount , well explained, motivational and collected and reviewed during class time and used as an occasion or feedback to students. Churchill (1965) found a positive relationship between the location of a school and students and teacher performance

The presence of all or some of the factors identified above may have resulted in the poor academic performance of student in the low achieving schools. The study as seen, date's way back almost twenty years ago. Some factors might have changed over time, and it's with these views that I intended to carry out a research with all the above in mind.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter is looking at strategy that was used to carry out the study; research design, environment, respondents, sample size determination, instruments for the data collection technique for the data analysis.

3.1 Research Design

The basic design used in this study was causal-comparative (ex post facto). In the causal-comparative or ex post factor research attempts to determine the causes, or reason for existing differences in the behavior or status of groups of individual (Gay, 1996). When he observed that groups differ in the same variable, researcher attempts to identify the major factor that has lead to his difference. Causal –comparative studies are important in education because several education variables cannot be manipulated and used for experiment research.

3.2 Research Environment

The study was carried out in Transmara District, Rift valley Province in Kenya.

3.3 Research Respondents

The study utilized the teachers, students and parents of Transmara District, Riftvalley Province in Kenya.

3.4 Sample Size Determination

A sample of 7 secondary schools was used in the study. This was made up of 4 low-achieving schools and 3 high achieving schools. The high achieving schools were selected by the results of the 2009 KNEC examinations. The low achieving schools were randomly selected from the list of schools.

3.5 Research Instrument

To achieve the purpose of the study, questionnaires were administered and the interviews were also conducted.

3.6 Confidentiality of Responses.

Efforts were made to maintain confidentiality of the responses. Participants were told that their response would be kept confidential and that no one known to them would have access to the information provided and no one can link the data to their names.

3.7 Data Collection Procedure

An introductory letter was obtained from the faculty of education which was taken to the authorities who confirmed the collection of the data. The data collected was then analyzed, presented and interpreted.

3.8 Method for Data Analysis

The researcher analyzed a statistical tool to analyze the data and to test the hypothesis; A chi-square statistical method was used because the variables were classified into a number of distinct categories for the purpose of establishing their relationship or lack of relationship.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.0 Introduction

The chapter looks at how data was analyzed and presented. The data analyzed was presented in tabular form as;

4.1 Description of Respondents

Table 4.1: Distribution of Study Participants

TYPE OF SCHOOL			
Participants			Total
	Low achieving schools	High achieving schools	
Head teachers	4	3	7
Teachers	21	17	38
Students	140	124	164
Total	165	144	209

Seven Head

teachers and thirty eight teachers were part of the study. In the selected schools, twenty one form four students were randomly selected to participate in the study. A total of 164 students participated in the study.

4.2 Background Information

The background information on the students included are enrolment and age.

4.3 School enrolment

The mean enrolment per class in the schools studied.

Table 4.2: Mean Enrolment in the Schools.

CLASSES				
Type of school				
	F1	F2	F3	F4
Low achieving	54.67	55.93	53.47	52.67
High achieving	62.78	59.56	69.89	72.67

Average enrolment is higher in the high-achieving schools than the low-achieving schools.

4.4 Age

The descriptive statistics of age of students from the schools.

Table 4.4: Descriptive Statistics of the Age of the Students.

CLASSES						
Type of school						
F3				F4		
	N	Mean	Std. Dev	N	Mean	Std. Dev
Low achieving	120	17	2.018	112	17.6	1.267
High achieving	70	16.25	1.140	58	17.0	1.164

Table 4.4: shows that students in the low achieving schools were on the average, a year older than students in the high achieving schools.

4.1 Results

Research Question 1

What school environmental factors are the causes of poor academic performance in the low achieving schools?

The school factors considered are teaching and learning materials, text books, availability of professional teachers, and payment of school fees, in-service training, regular staff meetings and preparation and vetting of lesson notes, and availability of infrastructure and materials.

4.5 Adequacy of teaching and learning materials.

A total of 21 teachers from the low achieving and 17 teachers from the high achieving schools from the secondary schools provided responses for the item. The results are shown in table 4.5.

Table 4.5: Adequacy of Teaching-Learning Materials Mathematics and Physics.

Subject				
Adequacy	Mathematics		Physics	
	Low achieving	High achieving	Low achieving	High achieving
Adequate	17.6%	56.6%	24.7%	60%
Not adequate	77%	44.4%	71.2%	40%
None available	5.4%	0%	4.1%	0%
Total	100%	100%	100%	100%

As shown in Table 4.5, in the high achieving schools, 55.6% and 60% of the Mathematics and Physics teachers respectively reported that teaching-learning materials

were adequate. On the other hand, 17.6% and 24.7% of the teachers in the low achieving schools reported that teaching and learning materials were not adequate.

The results show that the high achieving schools have more teaching-learning materials than low achieving schools.

4.6 Availability of text books

A total of 114 students from the low achieving and 96 students from the high achieving schools from the secondary schools provided responses for the item.

Table 4.6: Availability of Textbooks in Mathematics and Physics

	Mathematics		Physics	
Availability				
	Low achieving	High achieving	Low achieving	High achieving
Available	31.7%	61.9%	31.3%	54.6%
Not available	68.3%	38.1%	68.7%	45.4%
Total	100%	100%	100%	100%

As shown in **Table 4.6**, in the high achieving schools, 61.9% and 54.6% of the students reported that Mathematics and Physics textbooks were available. On the other hand, 31.7% and 31.3% of the students in the low achieving schools reported that Mathematics and Physics textbooks were available.

The results show that the high achieving schools have more textbooks to use than the low achieving schools.

4.7 Availability of Professional Teachers

The mean number of professional teachers in the schools and an independent sample test

Table 4.7: Independent Sample Test for Availability of Professional Teachers

Type of school	N	Mean	Std. Dev
Low achieving	15	5.20	3.234
High achieving	9	11.89	3.180

As shown in the **table 4.7**, the mean number of professional teachers in the high achieving schools was 11.89 whereas 5.20 was obtained in the low achieving schools. Results therefore show that there were more professional teachers in the high achieving schools than in the low achieving schools.

4.8 Payment of school fees

The head teachers of all the 7 schools reported that students do not pay their school fees promptly and the major reason given by parents was that there was no money. Payment of school fees is therefore not a reason for the difference in the academic performance between the low and high achieving schools.

4.9 Organization of In-Service Training

The head teachers of all the 7 schools reported that they organized in-service training for their teachers. When asked further how often they organized the in-service training, 66.7% of the head teachers in the two groups reported that they organized it once a month. The organization of in-service training to equip teachers for improved teaching and learning is therefore not a reason for the difference in performance between the low and high-achieving schools.

4.1.0 Organization of Regular Staff Meetings

About 73% of the head teachers in the low achieving schools and 67% of the head teachers in the high achieving schools reported organizing regular staff meetings. The organization of regular staff meetings was therefore not a reason for the difference in performance between the low and high achieving schools.

4.1.1 Lesson Note Preparation

About 97% of the teachers in the low achieving schools and 96% of the teachers in the high achieving schools reported that they wrote complete lesson notes weekly. In addition, 98.7% and 96.4% of the teachers from the low and high achieving schools

respectively also reported that their head teachers vetted the lesson notes regularly. Therefore, there was no significant difference in lesson note preparation.

4.1.2 Availability of Infrastructure and Materials

Infrastructure and materials considered for this study were school building, head teachers' office, school store, school library, toilet, water and electricity. Both groups have the school buildings in poor conditions. About 64% of the schools in the low achieving schools and 56% of the high achieving schools had school buildings in poor conditions. With regard to head teachers' office, 77.8% of the head teachers in high achieving schools reported good condition while only 33.3% of the head teachers in the low achieving schools reported good condition.

Schools stores were available and in better condition in the high achieving schools than in the low achieving schools. About 56% of the high achieving schools and 33% of the low achieving schools had the school stores in good condition. School libraries were either not available or in poor condition in both groups. About 93% of the schools in the low achieving and 88.9% of the high achieving schools did not have school libraries.

School toilets were either not available or in poor condition in both groups. About 60% of the schools in low achieving schools and 62.5% of the high achieving schools did not have toilets or had them in poor condition.

Water was either not available or in poor condition in both groups. About 79% in the low achieving schools and 75% of the high achieving schools did not have water or had it in poor condition. Electricity supply was more available in the high achieving schools. 67% of the high achieving schools had electricity while 6.7% of the low achieving schools had electricity.

On the whole, in terms of infrastructure significant differences were formed in respect of head teachers' office, schools stores and electricity supply.

Research Question Two

What teacher factors contribute to the low academic performance of the student in the low achieving schools?

The teacher factors considered are incidents of lateness of school incidence of absenteeism, use of language in teaching , completion of syllabi , interest in children's understanding of lesson. And teachers work habit.

4.1.3 Incidents of Lateness to school

A total of 164 students were asked if their teachers came to school before morning assembly.

Table 4.8 Incidence of Early Presence in School among Teachers

TYPE OF THE SCHOOL		
Response		
	Low Achieving	High Achieving
All the time	48.6%	70.4%
Some time	47.6%	29.6%
Never	3.8%	0.0%
Total	100%	100%

As shown in the table 4.8: 48.6% of the schools from the low achieving schools and 70.4% of the students from the high achieving schools reported that their teachers came to school in the morning assembly all the time. The results show that the teachers in the high achieving schools were more likely to be present and not be late to school than the teachers in the low achieving schools. This implies that at the start of the classes majority of the teachers from the low achieving schools would be late but majority of the teachers from the high achieving schools would be present.

4.1.4 Incidence of Absenteeism.

A total of 164 students were asked how often their teachers came to school.

Table 4.9 shows that 59.9% of the students from the low achieving schools and 80.7% of the students from the high achieving schools reported that their teachers came to school every day the results show that the teachers in high achieving school were more likely to be present and not be absent from the school than the teachers from the low achieving schools.

Table 4.9: Incidence of Regular Attendance among Teachers

TYPE OF SCHOOL		
Response	Low Achieving	High Achieving
Comes every day	59.9%	80.7%
On average, misses once every two weeks	29.6%	16.7%
On average, comes three times a week	3.9%	0.0%
On average, comes two times a week	0.7%	0.0%
On average, comes once a week	0.7%	0.0%
Other	5.3%	2.6%
Total	100%	100%

4.1.5 Use of language in teaching

A total of 17 teachers from the low achieving school and 21 teachers from the high achieving schools provided responses for the item.

Table 4.10: Teachers' Language use in Teaching

TYPE OF SCHOOL		
Language	Low Achieving	High Achieving
Local	8.2%	0.0%
English	91.8%	100%
Total	100%	100%

As shown in table 4.10, in the high achieving schools, all the teachers reported using the English language in teaching while 91.8% of the teachers in the low achieving schools used English. The results show that teachers in the high achieving schools used English language more regularly in teaching than the teachers in the low achieving schools.

4.1.6 Completion of syllabus.

Teachers were asked to indicate whether they completed the mathematics syllabus and the physics syllabus for the classes they taught the previous academic year. A total of 17 teachers from the low achieving schools and 21 teachers from the high achieving schools provided responses for the item.

Table 4.11: Teachers' Completion of Mathematics and Physics Syllabi.

Subject				
Status	Mathematics		Physics	
	Low Achieving	High Achieving	Low Achieving	High Achieving
Completed	49.3%	78.8%	30%	84.3%
Not completed	50.7%	21.2%	70%	15.7%
Total	100%	100%	100%	100%

As shown in table 4.11, in the high achieving school, 84.3% and 78.8% of teachers reported that physics and mathematics syllabi were completed. On the other hand, 30.1%(physics) and 49.3%(mathematics) of teachers in the low achieving schools reported

completing the syllabi. The results show that more teachers in the high achieving schools completed the syllabi than the teachers in the low achieving schools.

4.17 Interests in Students Understanding of Lesson

A total of 164 students were asked what their teachers did to encourage them to study

Table 4.12: Teacher's interest in Students Understanding of Lesson

TYPE OF SCHOOL		
Teacher's Action	Low Achieving	High Achieving
Makes sure I understand each lesson	32.7%	65.4%
Help me with extra time	6.7%	2.4%
Explain what I can do with my education	17.5%	11.0%
Encourages me to study hard	30.5%	12.6%
Praises me when I do good	10.8%	6.3%
Nothing. Does not care about me	1.8%	2.4%
Total	100%	100%

As shown in **table 4.12**, 32.7% of the students from the low achieving and 65.4% of the students from the high achieving reported that their teachers made sure that they understood each lesson.

The results show that the teachers in the high achieving school showed more concern about the student's understanding of the lesson than the teachers in the low achieving school.

4.1.8 Teachers' work habit

Students were asked to describe their teachers work habit in school. A total of 164 students responded and the results are presented in table 4.13.

Table 4.13 shows that 25.2% of the students from the low achieving schools and 58.6% of the students from the high achieving schools reported that their teachers were very high working. The results show that the teachers in high achieving schools worked harder and showed more commitment than the teachers in the low achieving schools.

Table 4.13: Teachers work habit in Schools

TYPE OF SCHOOL		
Response	Low Achieving	High Achieving
Very hard working	25.2%	58.6%
Hard working	62.9%	36.1%
Works normally	11.2%	4.7%
Lazy	0.0%	0.5%
Does not care about teaching	0.4%	0.0%
Total	100%	100%

Research Question Three.

What students' characteristics are responsible for their performances in the low achieving schools?

The students' characteristics considered in the study were incidence of absenteeism, regularity in school, language use, enjoyment of teachers' lesson, help with studies at home.

4.1.9 Incidence of Absenteeism

Teachers were asked to indicate whether absenteeism was a common problem exhibited by students in the school a total of 17 teachers from the low achieving schools and 21 from the high achieving schools responded.

Table 4.14: Incidence of Absenteeism among Students

TYPE OF SCHOOL		
Issue	Low Achieving	High Achieving
Absenteeism is a problem	65.4%	34.5%
Absenteeism is not a problem	34.6%	65.5%
Total	100%	100%

As shown in **table 4.14**, 65.4% of the teachers from the low achieving schools and 34.5% of the teachers from the higher achieving schools reported that absenteeism was a problem. The results show that students from the low achieving schools absented themselves from school more than the students from the higher achieving schools.

4.2.0 Regularity in school

Students were asked to indicate how regular they go to school. A total of 164 students were used in the study.

Table 4.15: Students' Regularity in School

TYPE OF SCHOOL		
Level of Regularity	Low Achieving	High Achieving
I come to school everyday	59.2%	83.3%
Every week I miss 1 day	11.9%	1.5%
Every week I miss 2 days	1.7%	0.5%
Every week I miss 3 days	0.7%	0.0%
Sometimes I come, sometimes I don't	24.8%	12.1%
Other	1.7%	2.0%
Total	100%	100%

Table 4.15 shows that 59.2% of the students from the low achieving and 83.8% of the students from the high achieving schools reported that they go to school everyday. The results show that students in high achieving schools were more likely to be regular in school than the students in the low achieving schools

4.2.1 Language use

Teachers were asked to indicate what language students mostly use in class among themselves. A total of 17 teachers from the low achieving schools and 21 from the high achieving schools responded.

Table 4.16: Language use among Students

TYPE OF SCHOOL		
Language used	Low Achieving	High Achieving
Local language	88.0%	44.9%
English language	12.0%	55.1%
Total	100%	100%

As shown in **table 4.16**, 88.0% of the teachers from the low achieving schools and 44.9% of the teachers from the high-achieving schools reported that the pupils used local

language among themselves in the classroom. On the other hand, 12.0% of the teachers from the low achieving schools and 55.1% of the teachers from the high-achieving schools reported that the students used the English language.

The results show that students from the low achieving schools used the local language among themselves in the classroom while students in higher achieving schools used the English language.

4.2.2 Enjoyment of Teachers' Lessons

Students were asked whether they enjoyed their teachers' lessons. A total of 164 students from the low achieving schools and 196 from the high achieving schools provided responses.

Table 4.17: Students' Enjoyment of Teachers' Lessons

TYPE OF SCHOOL		
Response	Low Achieving	High Achieving
Almost always	60.8%	91.8%
Usually	16.3%	1.0%
Sometimes	22.9%	7.1%
Total	100%	100%

Table 4.17 shows that 60.8% of the students from the low achieving schools and 91.8% of the students from the high achieving schools reported that they enjoyed their teachers' lessons.

The results show that the students in high achieving schools enjoyed their teachers' lessons more than those in the low achieving schools.

4.2.3 Help with studies at home

Students were asked if anybody helps them at home with their studies. A total of 400 students provided response.

Table 4.18: Help with Studies at Home

TYPE OF SCHOOL		
Response	Low Achieving	High Achieving
Yes	59.5%	79.9%
No	40.5%	20.1%
Total	100%	100%

As shown in **table 4.18**, 59.5% of the students from the low achieving schools and 79.9% of the students from the high achieving schools reported that they receive help at home with their studies. The results show that the students in high achieving schools received more help with their studies at home than the students in the low achieving schools.

Research question 4

What parental support variables cause students in the low achieving schools to perform poorly academically?

The parental support variables that were considered included; provision of textbooks, basic school needs and involvement in the Parent Teacher Association (PTA)

4.2.4 Parent's Provision of Textbooks

Parents were asked if they provided mathematics and Physics textbooks for their children. A total of 74 parents provided the response to the item.

Table 4.19: Parents' Provision of Textbooks

TYPE OF SCHOOL				
Response	Mathematics		Physics	
	Low Achieving	High Achieving	Low Achieving	High Achieving
Yes	32.5%	60.7%	40.9%	72.2%
No	67.5%	39.3%	59.1%	27.8%
Total	100%	100%	100%	100%

Table 4.19 shows that in mathematics 32.5% of the parents of students from the low achieving schools and 60.7% of the parents of the students from the high achieving schools reported that their children were provided with the textbooks.

The results show that more parents of the students in high achieving schools provided mathematics textbooks than the parents of the students in the low achieving schools. The results also show that more parents of the students in high achieving schools provided the physics textbooks than the parents of the students in the lower achieving schools

4.2.5 Provision of the Basic School Needs

It is the responsibility of the parents to provide the basic school needs of their children. Teachers were therefore asked to indicate what percentage of the students in their class was provided with all the basic school needs. A total of 38 teachers provided the responses.

Table 4.20: Provision of Basic School Needs by Parents

TYPE OF SCHOOL		
Response	Low Achieving	High Achieving
50% and above of the class	30.8%	60.0%
Less than 50% of the class	69.2%	40.0%
Total	100%	100%

As shown in **table 4.20**, 30.8% of the teachers from the low achieving schools and 60.0% of the teachers from the high achieving schools reported that 50% and above of the class were provided with all their basic needs. The results show that 50% and more of the students in high achieving schools had all their basic school needs provided while less than 50% of the students in the low achieving schools had all their basic school needs provided.

Involvement in the Parents Teachers Association (PTA)

Parents were asked if they attended the last two Parents Teachers Association (PTA) meetings. A total of 74 parents provided response to the item.

Table 4.21: Involvement of Parents in the PTA

TYPE OF SCHOOL		
Response	Low Achieving	High Achieving
Yes	54.8%	67.6%
No	43.7%	30.5%
Do not know what it is	1.4%	1.9%
Total	100%	100%

As shown in **table 4.21**, 54.8% of the parents of students from the low achieving schools and 67.6% of the parents of students from the high achieving schools reported that they attended the last two Parents Teachers Association (PTA) meetings.

The results show that parents of the students of high achieving schools were more involved in attending PTA meetings than parents of the students in the low achieving schools.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Discussion

A number of significant differences were found between the low achieving schools and the high achieving schools surveyed in this study. These differences were found within the school and the teacher factors, students characteristic and parental support variables.

The difference accounted for the low performance in the low achieving schools

The schools factor identified were limited to the teaching ad learning materials, inadequate textbooks and less professionally trained teachers. the teachers factors that were found to contribute to the low academic performance were incidence of lateness to school , incidence of absenteeism , use of the local language in teaching inability to complete the syllabus less interested students understanding lesson and not hardworking

The students characteristics found significant were abtssentism and regularity in the school. Truancy use of the of the local language in the classrooms lack of interest and joy in the teachers lessons and little and little help with studies at home . The parental support variable causing students to perform poorly academically were their inability to provide breakfast, textbooks ad basic need, less nitraton with student's teachers and less involement in the PTA meetings

5.1 School Factors:

Adequacy of the Teaching and Learning Materials (TLMs).

Teaching and learning materials have been found to be less adequate in the low achieving schools than in the high achieving schools. The materials are mostly visual and these include wall pictures, chalk. Chalkboard, maps atlases and magazines. The TLMs aids teaching and learning because students they stimulate ideas, demands an active response from the learners and provide enjoyment. The lessons become more alive and understanding and grasping of the major concepts becomes easier. since there were less TLMs in the low achieving schools, the situation made it difficult for the students to

understand the lessons and this led to low performance because lack of the suitable teaching materials and accusation tend to reduce the effectiveness of teaching as Brown (1973) pointed out that availability and creative use of the media makes students to learn more and retain better what they learn. This in turn improves their performance. However this situation was limited in the low achieving schools.

REFERENCES

- Aggrawal J.C.(1994). *Essentials of education psychology*. New delph India: Vikas Publishing House PVT Ltd
- Agreement D.K (1993). *Sociology of education for Africa students*. Accra: Back Mask Ltd.
- Asiedu- Akrofi, K. (1978). *School organization in modern Africa*. Tema: Ghana Publishing Corporation.
- Ausubel D.P (1973). *The psychology of meaningful verbal learning*. New York, NY: Harvard University Press.
- Babbie, E.R (1990). *Survey research methods*. Belmont, CA: Wadsworth Pub Co.
- Broom, L. (1973). *Sociology a text with adopted reading*. New York: Harper and Row
- Daramanu, A.A (2004). *Annual report 1st January 31st December 2003* . Sekondi-Takorandi, Ghana . Ghana Education Service.
- Etsey, Y.K.A , Amedahe, F.K & Edjah, K (2005). *Do private schools perform better than public schools in Ghana?* Unpublished paper. Department of Education Foundations, University of Cape Coast, Cape Coast.
- Farrant, J.S (1980). *Principles and practice of education* . London, England: English Language Book Society.
- Gay, L.R (1996). *Educational research competencies for analysis and application* .Upper Saddle River,NJ: Prentice Hall inc.
- Kerlinger, F.N. (1986). *Foundations of behavioural research*. New York NY, Holt, Rinehart & Winston
- Kraft, R.J. (1994). *Teaching and learning in Ghana*. Boulder, CO: Mitchell Group.
- Lockheed, M. et. Al. (1991). *Improving education*. *Education Revie*, 16(3),303-311.
- McKeachie, W.J. (1986). *Teaching tips: a guide for the beginning college teacher*.Lexington, MA: D.C. Health and Company
- Musaazi, JCS (1985). *The theory and practice in educational administration*. London: Macmillan Publishers.
- Neagley, R.I. and Evans, N.D. (1970). *Handbook for effective supervision of instructions*. Englewood Cliff, NY Prentice-Hall Inc.

Powell, A.G., Farrar, E. and Cohen, D. (1985). *The shopping mall high school*. Boston, MA: Houghton-Mifflin.

Sprinthall, N.A. and Spinthall, E.C. (1990). *Educational psychology: A developmental approach (4th ed.)*, NY: Wiley Publishing Company.

Tamakole, E.K., Amechahe, F.K and Atta, E.T. (1996). *Principle and methods of teaching*. accra blackmask limited

Young, B.I (1989). *Teacher job satisfaction a study of the overall job satisfaction and work facet of k-8 teachers*. Dissertation Abstracts International (DAI) 49 (7).

APPENDIX A

STUDENT'S QUESTIONNAIRES

PART I:

Please tick where appropriate

Sex Male ☐ Female ☐

Age bracket 14-15 ☐ 16-17 ☐ 18+ ☐

PART II

Schools environmental factors that affect performance of students

a) Do you have text books of in your school? (Pick tick)

Yes ☐ No ☐

b) Please state the number of qualified teachers in your school

PART III

Teachers' factors that affects academic performance of students.

a) Your teachers always come to school before morning assembly (tick the most correct answer)

All the time ☐

Some time ☐

Not at all ☐

b) How often do your teacher come to school (tick the appropriate answer)

Everyday ☐

On average misses once every week ☐

On average misses once every two weeks ☐

On average comes two times a week ☐

On average comes once week ☐

Others specify.....

PART IV

i) Does your teacher always encourage you to study?

Yes ☐ No ☐

ii) If yes, what does he/she do to encourage you to study? (Tick)

He/ she help me understand the lesson ☐

He/she help me with remedial learning ☐

He/she always advices me on my education ☐

He/she encourages me to study ☐

He/she always praises me when I do well ☐

He/she does not always care about me or my studies ☐

PART V

Please comment on your teachers' working habit by ticking one of the following

Your teacher is

-Very hard working ☐

-Works normally ☐

-Lazy ☐

-Does not care a bout teaching ☐

PART IV

The relationship between student's characteristics and their performance

a) How regular do you attend classes? ☐

- you attend everyday ☐

- every week you missed three times ☐

- every week you miss 2 times ☐

- every week you miss one times ☐

- sometimes you attend sometimes you dodge ☐

Specify any other alternative.....

b) Indicate the extent you enjoy your teachers lessons

- Almost always ☐
- Usually ☐
- Sometimes ☐

c) Do you have people at home who always assist you with studies?

Yes ☐

No ☐

APPENDIX B

TEACHERS QUESTIONNAIRES

1. a) Your designation

Male ☐ Female ☐

b) If you are a classroom teacher, which class do you teach?

Form 1 ☐ Form 2 ☐ Form 3 ☐ Form 4 ☐

c) State the number of students in your class

.....

d) State the subject (s) you specifically teach.

.....

B. School environmental factor that affect academic performance of subjects

.....

a) Comment on the availability of teaching learning materials in youth subject (please tick the correct alternative)

Adequate ☐

Not adequate ☐

Not available ☐

C) How do you teach content to your students (Tick)

-I always write down my notes and give them to students ☐

-I always give my students part of my notes and tell them to research some ☐

-I always teach and tell my students to make notes on their own ☐

D) Please comment on the condition of the following materials in your school. Use the following guide for your comment.

1. Good condition ☐

2. Poor condition ☐

3. Neither good nor poor ☐

4. Not available ☐

Infrastructure/materials	1	2	3	4
School building				
Head teachers office				
School library				
School toilets				
Water at the school				
Electricity supply				

E) Teacher factor that affect academic performance of the students

a) Which language do you always use while teaching (please tick)

Local language ☐

English ☐

Did you complete the syllabus last year?

Yes ☐ No ☐

How far have you gone in covering the syllabus now?

-I have completed the whole syllabus ☐

-I have covered the biggest part of the syllabus ☐

-I have covered the less part of the syllabus

F).The relationship between the students' characteristic and their performance

a) Comment on the problem of lateness in your school

Lateness is a big problem in you school

Lateness in not a problem ☐

b) Is absenteeism a problem in your school?

Yes, absenteeism is a big problem ☐

No, absenteeism is not a problem ☐

c) what language do your students always use in class

They always use local language

They always use English language

G) Parental support and academic performance

a) indicate the extent to which your students have got all the basic school need
(pencils books sets)

-50% and above of the class have basic school needs

-Less than 50% of the class have basic school needs

APPENDIX C

QUESTIONNAIRES FOR THE HEAD TEACHERS

1. Male ☐ Female ☐

2. (a) Please state the number of qualified teachers in your school

(b) Do students always pay fees in time?

Yes ☐ No ☐

If your answer is No, why do you think students do not always pay fees in time?

3. Do you always organize in-service training?

Yes ☐ No ☐

If yes, how long do you organize in-service training programmes for your teachers (tick)

- Twice a month ☐

- Once a month ☐

- Once a term ☐

- Once a year ☐

Others specify

4. How long do you organize staff meeting in your school?

- Once a term ☐

- Twice a term ☐

- Three times a week ☐

- Once a year ☐