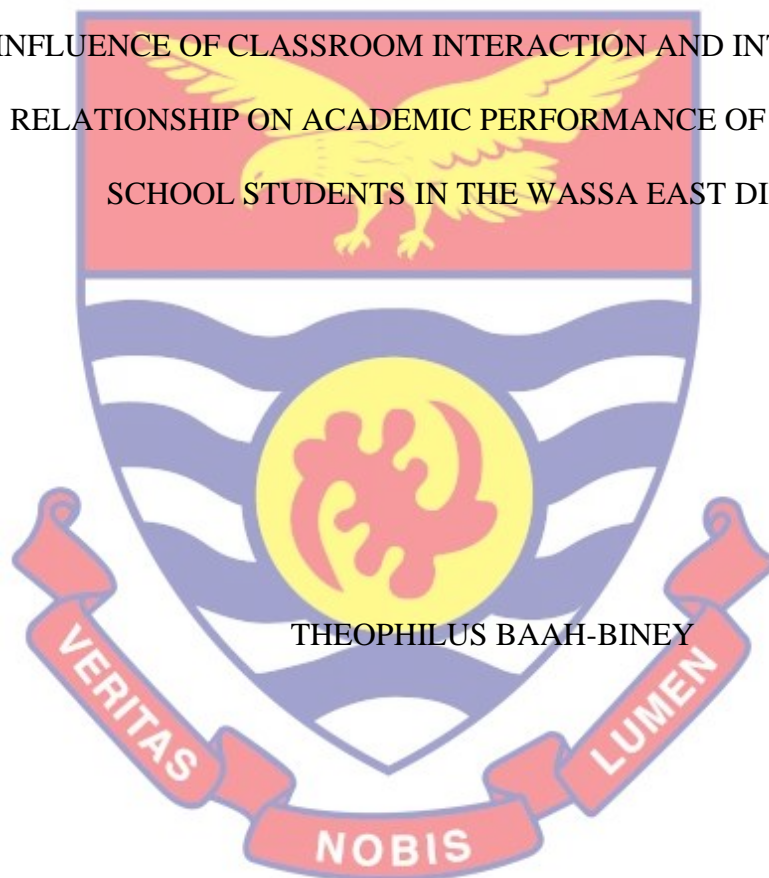


UNIVERSITY OF CAPE COAST

INFLUENCE OF CLASSROOM INTERACTION AND INTERPERSONAL
RELATIONSHIP ON ACADEMIC PERFORMANCE OF JUNIOR HIGH
SCHOOL STUDENTS IN THE WASSA EAST DISTRICT

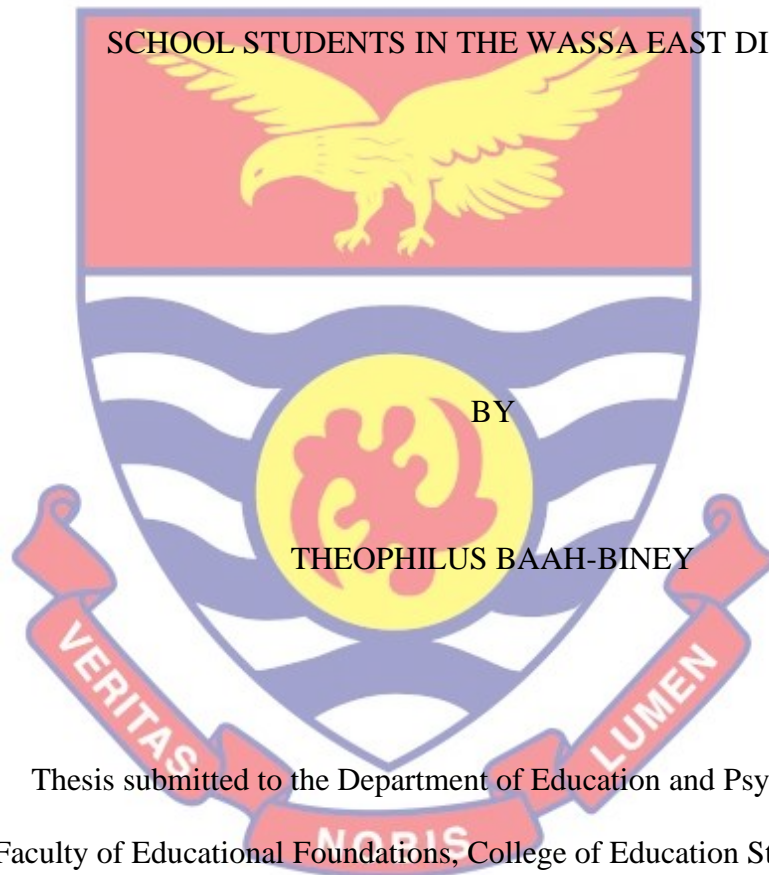


THEOPHILUS BAAH-BINEY

2023

UNIVERSITY OF CAPE COAST

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RELATIONSHIP ON ACADEMIC PERFORMANCE OF JUNIOR HIGH
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BY

THEOPHILUS BAAH-BINEY

Thesis submitted to the Department of Education and Psychology of the
Faculty of Educational Foundations, College of Education Studies, University
of Cape Coast, in partial fulfilment of the requirements for the award of
Master of Philosophy degree in Educational Psychology

JANUARY 2023

DECLARATION

Candidate's Declaration

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

Candidate's Signature: Date:

Name:

Supervisors' Declaration

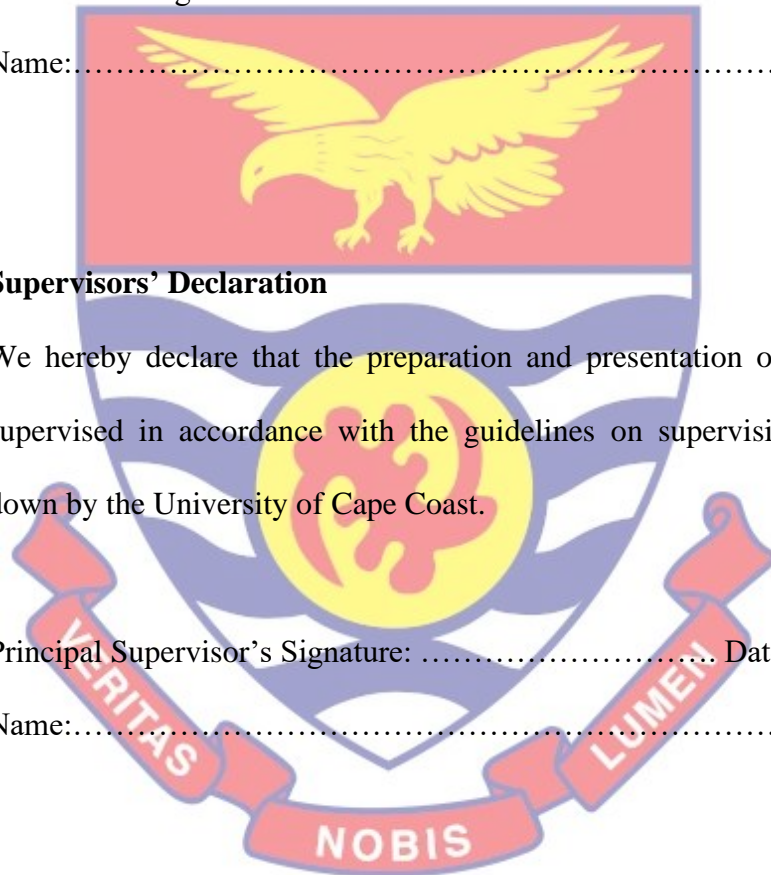
We hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Principal Supervisor's Signature: Date:

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Co-Supervisor's Signature: Date:

Name:



ABSTRACT

Several studies have been conducted globally that indicate that classroom interaction and interpersonal relationship have an influence on students' academic performance. In Ghana, however, little of such studies have been done. Therefore, this research examined classroom interaction and interpersonal relationships' influence on Junior High School students' academic performance in the Wassa East District. The study utilised a descriptive survey design. The population for this research was 2,132 JHS three students in Wassa East District. Using a multi-stage sampling technique, 350 students were sampled for this research. Questionnaires (Relationship Scale Questionnaire and Questionnaire of Teacher Interaction) and district mock results were utilised to gather the study's data. Frequencies, percentages, means and standard deviations, independent samples t-test, simple linear regression and multiple linear regression were employed as statistical tools to analyse the data collected. The study found that uncertainty and strictness were significant negative predictors of students' academic performance, whereas student freedom was a positive significant predictor of students' academic performance. Additionally, it was discovered that interpersonal relationships did not influence students' academic success. It was recommended that to improve students' academic performance in the district, the district directorate of education should consider teachers' uncertainty, strictness and student freedom as well as students' interpersonal relationship as important variables.

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DEDICATION

To my family



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CHAPTER ONE

INTRODUCTION

Developing and maintaining interpersonal relationship is important for success in life. Interpersonal relationship is the relationship between two or more individuals. It serves as a base for social support that plays a crucial role particularly in emotionally charged situations. Wang, Jiang, Yang & Choi (2021), indicated that interpersonal relationship enhances the overall wellbeing of humans. Among students, relationship determines their achievement and also encourages performance (Aspelin, 2012).

Effective teaching-learning process requires conscious efforts by the teacher and the student (Olaje, 2022). This can be achieved when there is significant interaction between the students and teachers. According to Chuang (2014), interaction between students and teachers is an essential part of the teaching-learning process. It promotes involvement, enhances learning and motivates the students. It promotes a shift from teacher-centered to a student-centered environment while maintaining a teacher led activity (Gashoot & Mohamed, 2022). Classroom interaction is the relations that exist between the teacher and students in the classroom in the course of teaching and learning (Cornelius-White, (2007). Through classroom interaction, the learners are able to get themselves involved with concepts, ideas and various other devices and products for learning. Good interactions in the classroom also help the students to identify their own learning methods, guide them to communicate with their peers easily, give them an exposure to learning and enhance their academic achievement in their subject.

Background to the Study

Education remains a vital tool for transforming the lives of ordinary citizens into one that makes them effective assets to society. It is a social process which brings positive changes in the behaviour, character and knowledge of the students. In Ghana, education is recognised as a viable tool for developing individuals and society. Education is supposed to perform a wide spectrum of roles in society. The general anticipation is that it will serve as the primary instrument for nation-building and advancement. Individuals are provided training to learn skills and values that will help them grow in society to accomplish this. Formal schooling is the most common approach to getting this instruction. Human beings are taught facts and sentiments, knowledge, passion, understanding, and respect via education (Anwar, Abbas, Zakira, Basharat, Khan, & Bukhari, 2013). It is instrumental in shaping an individual's character and viewpoint in the light of national ideals and ambitions to make that person a valuable citizen. It also provides the person with the skills and strategies necessary to make a living and enhance his environment. Education provides the basic skills demanded by employers at the workplace (Fgatabu, 2013).

Schools have been the organised institutions through which national ambitions might be transferred in order for the nation's goal for excellent education to be realised. A school is one of the social institutions established to achieve specific goals of bringing changes in the behaviour, knowledge and character of the students. A school is a place where pupils are educated (Omemu, 2018). It is a supervised atmosphere in which learners and instructors come together for the sole goal of teaching and learning. While the

school is only one of the different forms of education, it is the most widely recognised and used in our modern setting. It is a place where teaching and learning are carried out by a variety of people who interact and connect to one another to ensure the effective achievement of educational objectives. The participants include school heads, teaching and non-teaching personnel, learners, and parents.

With most children spending a third of their time in school, the school may be the most significant institution in their life, placing only behind family and home as the foundation on which they construct their future (Keeley, & Little, 2017). However, most children, instead of feeling excited and proud to be in school, rather feel obliged as their expectations are not met.

According to Piscatelli and Lee (2011), the quality and substance of school life are determined by trends of learners, parents, and staff experiences, which mirror conventions, objectives, beliefs, interpersonal interactions, teaching and learning strategies, and organisational structures. As a result, the environment of a school has a detrimental or good impact on activities aimed at achieving a school's goals. Adeogun and Olisaemeka (2011) identified two types of school climate: favourable and negative. A good school atmosphere is a relationship between the administration, instructors, and students that is open, cooperative, polite, attractive, reachable, supportive, and tremendously motivating. Students' motivation and performance increase when the school atmosphere is pleasant. It has a good influence on learners' mental and behavioural health, leading to a reduction in hazardous behaviour and depressive symptoms, as well as an increase in emotions of belonging. On the other hand, a poor school atmosphere has been linked to various negative

effects for kids, including increased hazardous behaviour and lower performance.

While some schools offer a secure and supportive environment for students to develop the information and skills they need to succeed in adulthood, others regard it as a potentially harmful one. Instead of providing a safe refuge for learning, inclusion, and friendship, some schools foster unhealthy relationships marked by discrimination, violence, and aggressiveness. These behaviours may harm learners' academic progress, particularly in middle school. And it is possible that this will follow them into adulthood.

Beyazkurk and Kesner (2005) posited that teacher-student contact is important in the teaching and learning process because students benefit from it on both a social and intellectual level. The term "classroom interaction" refers to this kind of interaction, which is defined as "the process of the face-to-face activity" (Robinson, 1994, p. 5). The fact that instructors strive daily to encourage students to engage successfully in classroom discussions is a basic challenge in classroom interaction. Regrettably, according to Moguel (2004), these endeavours may fall short. Beyazkurk and Kesner further expressed that school pupils, even those in high school, gain from supportive connections and pleasant engagement with their instructors. Also, as a consequence of favourable relationships with their professors, students in most pre-tertiary educational environments are more socially competent and do better in their classrooms (Smith, Hardman, & Tooley, 2005; Pianta, Stuhlman & Hamre, 2002).

Education experts believe that teacher-student connection is essential to the learning process. Involvement of students in classroom debates may be a critical component of good education. Learners who are more verbally engaged have a greater chance of becoming high achievers, and teacher-student contact may aid in the development of cognitive abilities, according to Jones and Gerig (1994). Various research on classroom interaction have shown that these students have greater influence over the interaction since they are more engaged in the learning process and ready to contribute (Tsouroufli, 2002).

Relationships between supportive teachers and students are an important part of the school's interpersonal atmosphere. Teacher support, social capital, school as a society, and school responsiveness are all notions discussed in the literature. Studies have indicated that supportive teacher-student interactions have favourable benefits on various student outcomes, including academic achievement, despite the usage of diverse words. Some scholars (Baker, 2006; Brewster & Bowen, 2004; Hamre & Pianta, 2001; Meehan, Hughes, & Cavell, 2003; O'Connor, Dearing, & Collins, 2011) revealed that supportive teacher-student relationships were negatively connected to externalising behavioural issues, internalised symptoms, and school dropout but positively correlated with social self-concept, school adjustment, and grade. Students who developed good connections with their instructors were more behaviourally and emotionally engaged, which helped them accomplish academically (Hughes, Luo, Kwok, & Loyd, 2008; O'Connor & McCartney, 2007). However, the finding of the above-mentioned

studies does not guarantee the same finding in the Ghanaian context, which needs further probing.

Statement of the Problem

Socially, emotionally, and physiologically, all individuals want a sense of safety (Maslow, 1943). Thapa, Cohen, Guffey, and Higgins-D'Alessandro (2013) found that children's feelings of safety in schools affect their learning and overall development. Every child is entitled to attend school and study in a secure environment. According to the United Nations' Conventions on the Rights of the Child (CRC), education must protect children's dignity and their right to join in school activities. It also urges States to safeguard children from all types of abuse, including neglect, exploitation, and sexual abuse, while they remain in other peoples' care (Simon, Luetzow & Conte, 2020). Goal 16 of the Sustainable Development Goals (SDGs) calls on all governments to drastically decrease all types of violence and stop abusing, exploiting and perpetrating other forms of abuse against children (Higgins, Sanders, Lonne, & Richardson, 2019). Goal 4 of Target 4A asks for educational facilities to be upgraded to create safe, nonviolent, inclusive, and productive learning spaces for everyone (UNICEF, 2018).

There are many different types of schools. Some educational institutions are accommodative, friendly and very supportive, while others are closed off, unwelcoming, and even dangerous. School climate refers to "the emotions and attitudes evoked by a school's atmosphere" (Loukas, 2007, p. 8). Individual attitudes, behaviours, and group norms, according to Loukas, are influenced by how students, instructors, and staff feel about their school atmosphere. Schools that are safe, according to Loukas, develop high-quality

interactions between learners and instructors while reducing the risk of violence. For millions of youngsters throughout the globe, the school atmosphere is not a safe place to learn and develop (World Bank, 2018). It is a perilous environment in which youngsters must study in terror. Threatened teachers, bullying, sexual abuse, and aggression from the outside world are among the threats that students encounter in the classroom.

According to UNICEF (2017), half of the world's 150 million learners aged 13 to 15 claim encountering peer-to-peer abuse at school. Bullying and physical fights are examples of this. According to UNICEF, students are also subjected to physical punishment and other humiliating types of punishment at school. This kind of violence endangers pupils' bodies, brains, and lives. It may result in bodily harm, sadness, anxiety, and even suicide. It has a short-term impact on students' academic performance and a long-term impact on their personal life and progress (UNICEF, 2017).

Schools are social institutions organised for the meaningful development of students. Ainley (2004) indicated that classroom interaction and interpersonal relationships are essential factors that promote student achievement in schools. Some aspects of teacher-student interaction and teacher-student relationship may present students with hazards that discourage them from achieving their full potential in the school system, especially in their academic achievement (Kutsyuruba, Klinger & Hussain, 2015). Some students drop out completely; others only pass through the school system, while others end up worse (Batanova & Loukas, 2016). Several studies have been conducted globally that indicate that classroom interaction and

interpersonal relationships have an impact on student academic performance (Bolarinwa & Okolocha, 2018; Hughes, 2011; Okoye & Onwuachi, 2018).

For instance, Bolarinwa and Okolocha (2018) found that classroom interaction markedly influenced students' financial accounting academic achievement. Another study by Hughes (2011) indicated that teacher-student relationship predicted all positive academic outcomes. In Ghana, however, few of such studies have been done, making it difficult to ascertain the role of classroom interaction and interpersonal relationships in students' academic performance. This creates a significant knowledge gap that requires urgent research attention. Hence, this investigation intends to examine the impact of classroom interaction and interpersonal relationships on students' academic performance relative to the Ghanaian setting.

Purpose of the Study

The study's aim was to examine the influence of classroom interaction and interpersonal relationship on Junior High School (JHS) students' academic performance in the Wassa East District. Specifically, the study aimed at:

1. Exploring the nature of interpersonal relationship of JHS students in the Wassa East District.
2. Examining the nature of classroom interaction of JHS students in the Wassa East District.
3. Examining the difference in the interpersonal relationship among JHS students in the Wassa East District on the basis of sex.
4. Determining the difference in classroom interaction among JHS students in the Wassa East District on the basis of sex.

5. Investigating the influence of classroom interaction on JHS students' academic performance in the Wassa East District.
6. Finding out the influence of interpersonal relationship on JHS students' academic performance in the Wassa East District.

Research Questions

1. What is the nature of interpersonal relationship of JHS students in the Wassa East District?
2. What is the nature of classroom interaction of JHS students in the Wassa East District?

Hypotheses

1. H₀: There is no statistically significant difference in the interpersonal relationship between male and female JHS students in the Wassa East District.
H₁: There is a statistically significant difference in the interpersonal relationship between male and female JHS students in the Wassa East District.
2. H₀: There is no statistically significant difference in classroom interaction among JHS students in the Wassa East District on the basis of sex.
H₁: There is a statistically significant difference in classroom interaction among JHS students in the Wassa East District on the basis of sex.
3. H₀: Classroom interaction is not a significant predictor of JHS students' academic performance.
H₁: Classroom interaction is a significant predictor of JHS students' academic performance.

4. H₀: Interpersonal relationship is not a significant predictor of students' academic performance.

H₁: Interpersonal relationship is not a significant predictor of students' academic performance.

Significance of the Study

This research sought to ascertain the influence of classroom interaction and interpersonal relationship on JHS students' academic performance in the Wasswa East District. The researcher hopes that the findings of this research would among other things; provide teachers and educational authorities with reliable information on the relationship between classroom interaction, interpersonal relationship and academic performance of JHS students in the Wasswa East District. This would enable them to appropriately relate and sufficiently interact with students using varied media in order to assist them to improve their academic performance. It would also provide government, educational authorities, school proprietors and other stakeholders with the role classroom interaction and interpersonal relationship of JHS students in the Wasswa East District play in students' school life and their consequential impact on their academic performance, thus enabling them to put the appropriate emphasis on establishing the right interpersonal relationships in schools and encouraging effective classroom interactions. School authorities and classroom instructors would use the study's outcome to evaluate their policies and practices to maintain, reshape and scrap them where necessary. The study's findings would also serve as a reference material for other researchers who would like to replicate this study or break new grounds in other geographical areas.

Delimitations

The research was delimited to only form three JHS students in thirty basic schools out of seventy-eight schools in the Wassa East District. The present research also concentrated on students' classroom interactions and interpersonal relationships, and academic performance. The study used the average scores students obtained in the nine subjects in the District Mock Examination to measure their academic performance.

Limitations

Despite the strengths of using statistical methods that can be verified, this study has certain weaknesses that should be highlighted. First, the investigation used the descriptive survey design, making it impossible to draw cause-and-effect inferences among the study variables. Hence, the study's findings should be given the greatest degree of caution possible.

Definition of Terms

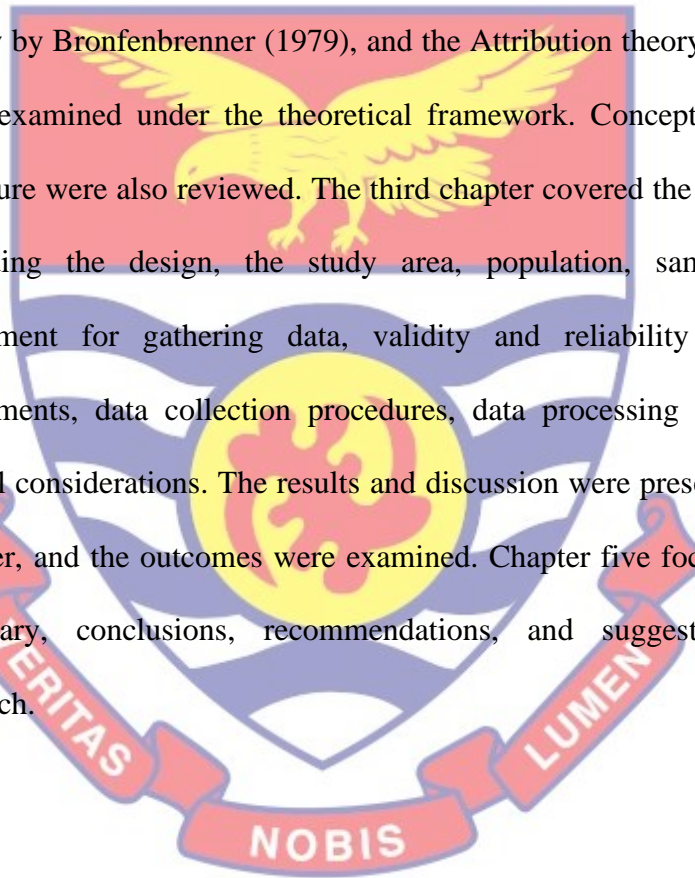
Interpersonal relationship: a productive learning environment characterised by supportive and warm interactions between student-student and teacher-student.

Classroom interaction: communication between classroom instructors and learners, students and students, students and learning equipment, and teachers and their teaching materials or aids.

Academic performance: the overall performance or total score students had in their mock examination for all the subjects.

Organisation of the Study

This investigation was conducted in five chapters. The first chapter dealt with the introduction, background to the study, statement of the problem, the purpose of the study, research questions and hypotheses, the significance of the study, delimitations, and limitations. The second chapter reviewed literature related to the study. The Model of Interpersonal Teacher Behaviour by Wubbels, Creton, Levy & Hooymayers (1993), the Ecological Systems theory by Bronfenbrenner (1979), and the Attribution theory by Kelley (1973) were examined under the theoretical framework. Conceptual and empirical literature were also reviewed. The third chapter covered the research methods, including the design, the study area, population, sampling procedure, instrument for gathering data, validity and reliability of the research instruments, data collection procedures, data processing and analysis, and ethical considerations. The results and discussion were presented in the fourth chapter, and the outcomes were examined. Chapter five focused on the study summary, conclusions, recommendations, and suggestions for further research.



CHAPTER TWO

LITERATURE REVIEW

Introduction

The study's main aim was to ascertain the influence of classroom interaction and interpersonal relationship on JHS students' academic performance in the Wasswa East District. This chapter reviewed literature on classroom interaction and interpersonal relationships and their influence on student academic performance. Theoretical framework, conceptual review, empirical literature review, and conceptual framework, as well as chapter summary were also captured. The chapter was written under the following sub-headings:

1. Theoretical Framework

- i. Model for Interpersonal Teacher Behaviour.
- ii. Ecological Systems theory.
- iii. Attribution theory.

2. Conceptual Review

- i. Classroom interaction.
- ii. Interpersonal relationships.
- iii. Academic performance.

3. Empirical Review

- i. Classroom interaction among students.
- ii. Interpersonal relationship of students.
- iii. Gender and interpersonal relationship of students.
- iv. Gender and classroom interaction among students.

- v. Influence of classroom interaction on students' academic performance.
- vi. Influence of interpersonal relationships on students' academic performance.

4. Conceptual Framework

Theoretical Framework

This section of the review of the literature focuses on the theories based on the study's variables. Effectively, the model for interpersonal teacher behaviour, ecological systems theory and the attribution theory were considered for the study. These theories are subsequently explained.

Model for Interpersonal Teacher Behaviour

The Leary model of interpersonal behaviour was adapted in education by Wubbels, in 1985 to create the Model for Interpersonal Teacher Behaviour (MITB). As shown in Figure 1, the model for interpersonal teacher behaviour was mapped along two-dimensional axes: an "influence dimension" (Dominance, D, and Submission, S) and a "proximity dimension" (Cooperation, C, and Opposition, O). The "influence dimension" depicts who controls or directs the communication process and how often, while the "proximity dimension" depicts the degree of cooperation or closeness among those involved in the communication process. These dimensions of "influence and proximity" were independent of one another and nostalgic of effective teacher behaviours that could impact classroom processes. Directivity and warmth, for example, were two depictions of effective teacher behaviour (Dunkin & Biddle, 1974) that sounded a lot like "influence and proximity".

The DS axis represents dominance and submission, while the CO axis represents cooperation and opposition.

The eight teacher behaviour scales

Figure 1 shows the MITB's eight teacher behaviour scales: "Leadership", "Helping or Friendly", "Understanding", "Student Responsibility or Freedom", "Uncertain", "Dissatisfied", "Admonishing", and "Strict" (which Wubbels and colleagues interpreted from a Dutch perspective). Starting with "Leadership" (DC) and concluding with "Strict" (DO), the model assumes the shape of an octagon with eight sectors reflecting eight elements of teacher behaviour.

The sectors DC and CD both feature "Dominance" and "Cooperation" as examples of teacher behaviour mapping. "Teacher dominance" is a relatively strong trait in the DC sector than "teacher cooperation" (e.g., demonstrated by the classroom instructor holding learners' attention by explaining concepts to learners, giving assignments, or launching classroom procedures); in the CD sector, "teacher cooperation" is relatively strong than "teacher dominance" (classroom instructors for instance, may be spotted moving and encouraging the learners while they learn).

Figure 1 shows descriptions of typical teacher behaviour in each of the eight sectors to help illustrate what each sector entails. Instructors in the "Leadership" (DC) sector, for example, "see what is going on, lead, organise, and issue instructions", but teachers in the "Strict" (DO) sector keep reins tight, get class quiet, preserve silence, precise norms, and impose regulations. Because these two sectors (i.e., DC and DO) are nearby in the model, occurrences of instructor behaviour are more likely to interact with one

another. Instructors on the DC scale, for example, sends out commands, processes in making decisions, along with putting the classroom set up in order while teachers in the DO scale set up principles, rules and regulations. Each instance of a teacher’s interpersonal behaviour can be placed inside this coordinate system, and the closer the examples of a teacher’s behaviour are to one another, the more similar they will be. Contrarily, when the scales’ places in the model become more apart, they grow more and more dissimilar until they are opposed to each other. The “Leadership” scale, for example, assesses teacher interaction behaviours (such as “lead” and “give commands”) that are opposed to those assessed by the “Uncertain” scale (for instance, “apologise”).

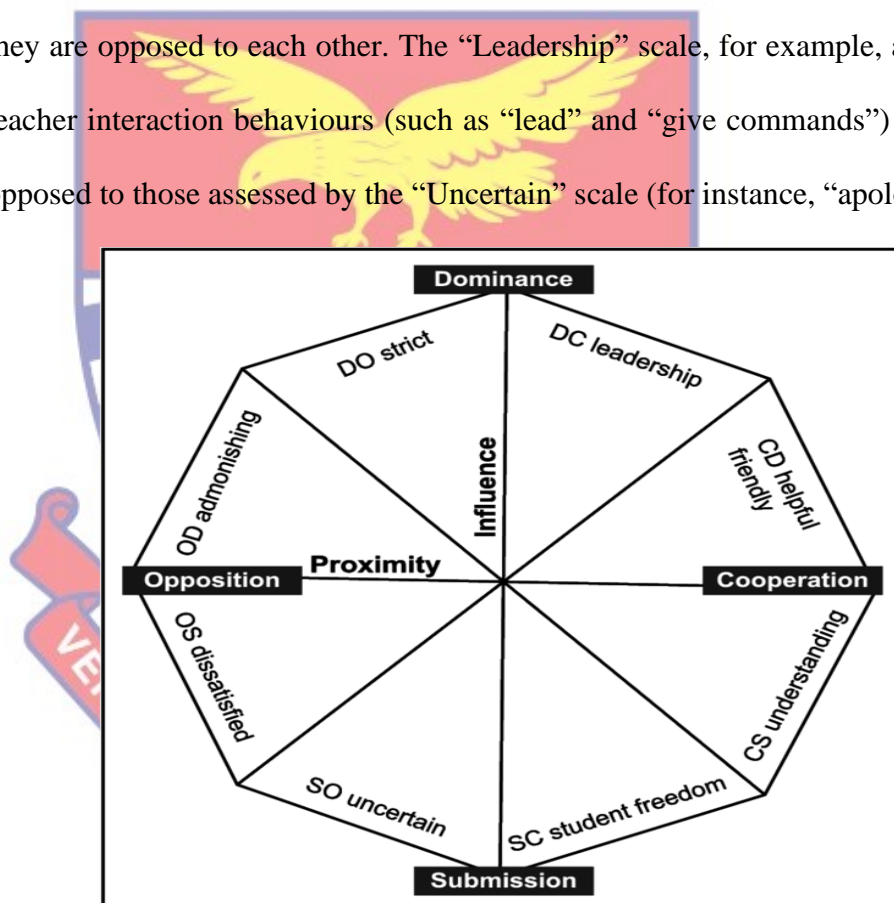


Figure 1: Model for Interpersonal Teacher Behaviour (Wubbels, 1985).

Table 1: Descriptive Information of Scales of the Questionnaire on Teacher Interaction

Scale Name	Description
Leadership (DC)	The extent to which the instructor leads the class and keeps students' attentiveness.
Helping/Friendly (CD)	The level to which the instructor is approachable and useful to pupils.
Understanding (CS)	The point to which the instructor demonstrates empathy, compassion, and care for the learners.
Student Responsibility/ Freedom (SC)	The extent to which learners are provided opportunity to take charge of their own initiatives or actions.
Uncertain (SO)	The level to which the instructor expresses his or her scepticism.
Dissatisfied (OS)	The level to which the instructor is unhappy or dissatisfied with the learners.
Admonishing (OD)	The extent to which the instructor is enraged, irritable, or impatient in class.
Strict (DO)	The extent to which a classroom instructor is tough and demanding of the learners.

Adopted from Wubbels, (1985)

Ecological Systems Theory

Community psychologists can investigate how individuals are connected within communities and society at large using the theoretical framework provided by ecological systems theory. Urie Bronfenbrenner, an American psychologist, developed the ecological systems theory in 1979 to describe how a child's environment and innate characteristics interact to influence how they grow and develop (Santrock, 2007). According to the Bronfenbrenner hypothesis, in order to understand how children develop, it is crucial to observe them in a variety of ecological settings. Children are

frequently entangled in a range of ecosystems, ranging from the most delicate home ecological system to the larger school system, and lastly to the most expansive system, which includes society and culture, in accordance with Bronfenbrenner's Ecological Systems Theory (Kail & Cavanaugh, 2010). In every area of the children's existence, each of these ecological systems interacts with and impacts the other. Bronfenbrenner's ecological model divides developmental environments into five degrees of external impact. From the most personal to the most general, these levels are classified. They are:

Microsystem: The microsystem, according to Bronfenbrenner (1979), is the smallest and closest environment that children live in. The children's regular life at home, school, or daycare, as well as their peer groups and neighbourhood, are therefore included in the microsystem. This level of influence refers to the institutions and groups that have an immediate and direct impact on a child's development. The interactions within the microsystem frequently involve personal connections with family, friends, students, teachers, and caregivers. The way these groups or individuals interact with the youngsters has an impact on their development. The microsystem of the educational system is made up of the teachers and students. Positive or negative interactions have an immediate effect on the particular individual.

From the foregoing, it is evident that the learning environment which includes friends, teachers, and caregivers plays a significant role in maintaining interest and engagement of the students. When students feel a sense of control and security in the classroom, they are more engaged and become active in their

own education (Skinner & Greene, 2008; Maulana, Opdenakker, Stroet, & Bosker, 2013). By building and maintaining positive teacher-student relationships, a student becomes more academically motivated and engaged and thus successful. Several studies have identified the teachers as important social agents who influence academic motivation, school commitment and/or disengagement of the students (Goddard, Skrla, & Salloum, 2017; Archambault, Janosz, Fallu, & Pagani, 2009). Studies have also acknowledged that expectation of the teachers is considered as one of the strong and reliable predictors for elementary, middle, and high school students (Boser, Wilhelm, & Hanna, 2014). Further, evidence shows the significance of teacher-student interactions and relationships in terms of better performance in the classroom (Tyler & Boelter, 2008) and are thus essential to the motivational process (Boser, Wilhelm, & Hanna, 2014). According to Pianta (2013), the children who are not doing well in their studies also have poor relationships with their teachers. Students are guided by perceptions of the teachers, that is, fairness, competence, caring and support as well as the nature of the teacher-student relationship (Wentzel, 2015). On the contrary, teachers are likely to have more negative interactions with students who are less successful in academics, less behaviorally competent, and/or already rejected by their peers (Jerome, Hamre, & Pianta, 2009). The significance of teacher-student interpersonal relationships has been widely recognized in research addressing kindergarten, primary and secondary education (Bernstein-Yamashiro & Noam, 2013). Both positive and negative factors influence the abilities of a child to stay motivated in school and hold academic success. Positive teacher-student interaction enhances positive attitude towards teachers and achieves positive academic

outcomes (Longobardi, Settanni, Lin, & Fabris, 2021). Studies reveal that students who have positive relationships with their teachers are less likely to avoid schools (Rimm-Kaufman & Sandilos, 2012) and more likely to develop a sense of belongingness towards school (Jerome, Hamre, & Pianta, 2009). On the other hand, conflicted teacher-student relationships increase poor academic grades (Spilt, & Hughes, 2015; Rimm-Kaufman & Sandilos 2012; Gehlbach, Brinkworth & Harris, 2012), show disobedience towards school system and build mistrust towards teachers (Boynton & Boynton, 2005). Taking time to build positive relationships with students have profound effects on their school experiences—both within and outside of the classroom. Creating a climate of warmth, caring, and supporting autonomy would help students to feel a sense of control (Skinner & Greene 2008; Maulana, Opdenakker, Stroet & Bosker, 2013). The nature of the classroom environment has a powerful influence on how well students achieve educational outcomes (Asiyai, 2014). Thus, the teacher-student interaction should be taken seriously by the school management as it impacts on academic performance of students. This is because good teacher-student relationship would result in better academic performance.

Mesosystem: The interplay of various microsystems in which children belong is regarded as the mesosystem (Bronfenbrenner, 1979). It is, in essence, a multitude of microsystems with connections between the home and the school, the peer group and the family, and the family and the community. Microsystem connections, interactions between the family and teachers in the school, and links between the child's classmates and the family are all potential scenarios. This hypothesis claims that when a child's parents are

actively involved in their friendships, collaboration and shared interests positively impact If, on the other hand, the kid's parents detest and publicly criticise their child's friends, the youngster will feel discord and contradictory emotions, which will most likely result in undesirable development (Kail & Cavanaugh, 2010).

Exosystem: The linkages between two or more settings, one of which may or may not contain growing children but nonetheless has an indirect effect on them, are referred to as the exosystem (Bronfenbrenner, 1979). Studies by Bronfenbrenner suggest that even those individuals and places that kids don't interact with directly may have an impact on their lives. Examples of such places and people are the parents' workplaces, distant relatives, and the neighbourhood where the kids live (Santrock, 2007). It involves links between the person's immediate environment and a social setting in which the person does not actively participate. For example, the experiences of the other parent at work may have an impact on the experiences of one parent or child at home (Kail & Cavanaugh, 2010). A parent could get a promotion that demands more travel, which might lead to increased disagreement with the other parent and a shift in the child's interaction patterns.

Macrosystem: The macrosystem is the children's largest and farthest collection of individuals and locations, yet it nevertheless significantly affects them (Bronfenbrenner, 1979). This ecological system is made up of the political and economic institutions, as well as the children's cultural patterns and ideals, particularly their predominating beliefs and ideas. Individuals live in a macrosystem, which characterises their culture. Developing and industrialised nations' socioeconomic levels, poverty, and ethnicity are all

cultural settings. A child's parent, school, and employment are all part of a larger cultural framework. A cultural group's members have a shared identity, history, and values. Since each consecutive generation may affect the macrosystem, the macrosystem changes through time, forming a distinct macrosystem.

Chronosystem: According to Bronfenbrenner's theory, the chronosystem provides a helpful dimension of time to the children's settings, demonstrating the impact of both change and consistency (Bronfenbrenner, 1979). The chronosystem may include changes in family structure, place of residence, parents' employment status, and significant societal transformations like economic cycles and wars (Santrock, 2007). This level also encompasses the pattern of environmental events and changes that occur during a person's life and socio-historical situations. By examining many ecological systems, Bronfenbrenner's Ecological Systems Theory may emphasise the variety of interrelated effects on children's development. Knowing children's conditions can help us understand how they react differently in various situations (Kail & Cavanaugh, 2010).

Attribution Theory

Covariation model of attribution

The Kelley's (1973) covariation model is an attribution theory in which people infer causes to justify the behaviour of others. According to Kelley, it has to do with both self-perception and societal perception. The concept of Kelly's covariation model states that "an effect is attributed to the one of its possible causes with which, over time, it co-varies" (p. 23). That is, some behaviours are ascribed to simultaneous occurrences of probable reasons

(Kassin, Fein, & Markus, 2010). This approach is valuable when a person has the chance to watch the behaviour several times. The person (internal), the stimulus (external), the setting, or any combination of these variables might be blamed for a result. Attributions are established based on three factors, according to Kelley: “consensus”, “uniqueness”, and “consistency”.

Consensus

The co-variation of behaviour among diverse persons is referred to as consensus. This may be illustrated by looking at how comparable other people’s actions are in a similar circumstance. For instance, the consensus is strong when a large number of individuals find a specific behaviour objectionable; nevertheless, the consensus is low when just one person considers the same behaviour unpleasant. The stimulus is blamed for high consensus, whereas the individual is blamed for poor consensus.

Distinctiveness

This relates to the degree to which the behaviour is specific to the context. When a person acts similarly in all settings, the uniqueness is low, and when the person only demonstrates the behaviour in certain conditions, the distinctiveness is strong. If the uniqueness is great, the behaviour will be attributed to the situation rather than the individual (Gilovich, Keltner & Nisbett, 2005). When a classroom instructor appreciates a student’s work, he demonstrates great uniqueness since he virtually never compliments other people’s work. If, on the other hand, he acknowledges everyone’s work, this is low uniqueness, and the behaviour will be attributed to the individual, in this instance, the instructor.

Consistency

The covariation of behaviour through time is what we call consistency. When a scenario arises, it is the magnitude to which the individual acts. For instance, if a teacher is angry every time, the teacher exhibits high consistency. However, if the teacher is scarcely angry or becomes angry during certain periods, perhaps when students perform poorly in their examination then the teacher's consistency is low. The individual is credited as having a high level of consistency (the teacher is an angry person), whereas the situation is blamed for the low consistency. (poor performance makes teachers angry).

According to Gilovich et al. (2005) we may determine whether a person would make a personal (i.e., internal), stimulus (i.e., external), or contextual attribution by looking at the levels of agreement, originality, and consistency in a certain situation.

Also, according to Kelley (1973), attribution uses a causal schema. A causal schema is a technique of thinking about possible causes and how they relate to a certain consequence. When there is a lack of information, it is possible to make causal inferences. Kelley has three causal schemata: "Multiple Sufficient Causes," "Multiple Necessary Causes," and "Causal Schema for Compensatory Causes."

Multiple sufficient causes

A person may assume that either cause A or B is sufficient to create a certain result (Kelley & Michela, 1980). If a student fails a test (effect), we may conclude that he or she did not learn the required information (cause A)

or that the learner is lazy and so did not learn sufficiently (cause B). Either cause, according to McLeod (2010), contributes enough to the impact.

Multiple necessary causes

To have a certain result, both A and B are required (Kelley & Michela, 1980). If a student passes a test (effect), we assume he or she is brilliant (i.e., cause A) and highly motivated (i.e., cause B). The effect according to McLeod (2010) is produced by both factors.

Causal schema for compensatory causes

The effect occurs if either A or B is fully present, or both A and B are somewhat present. For instance, success (i.e., effect) is determined by either strong ability (i.e., cause A) or low task difficulty (i.e., cause B). According to Kelly (1973), success will be achieved if one cause is strongly prevalent, or both are somewhat present.

Application of the covariation model of attribution

According to Kelley (1973), there are different reasons that can be attributed to the person, the entity, or the conditions. Person attributions rely on stable characteristics that exist inside the person to explain things like a person's enjoyment of a movie or their accomplishment. Entity attributions imply that the influence can be linked to the constant characteristics of the object that the person is interacting with. When characterising an impact with transient and uncertain sources, situation attributions are frequently used (Forsterling, 2001).

Kelley (1973) proposed that laypeople adopt techniques, most notably experiments, that are used by scientists. In these investigations, independent and dependent variables are identified. For instance, a researcher examining

how colour affects mood may use colour as an independent variable (e.g., putting half of the participants in a blue room and the other half in a red room). As the dependent variable, Kelly then gauges the participants' attitudes in the two rooms. In such research, the dependent variables are the outcomes, but the independent variables are often thought of as the causes or determinants of the dependent variables (for instance, colour may be thought of as a determinant of mood).

Kelley (1973) assigned labels to information on entity covariation and effects uniqueness. When the influence changes with the entity, distinctiveness is regarded as strong. A low uniqueness score indicates a lack of covariation between the entity and the impact (Forsterling, 2001).

Consequently, attributions to the conditions should be made where there is a low agreement, strong uniqueness, and poor consistency (Forsterling, 2001). This covariation pattern differs from those that lead to person and entity attributions in that the impact covaries with all three probable causes, rather than just one (as in the ideal patterns for person and entity attributions). According to Kelley's (1973) prediction, people assign clear identifications to the person, thing, and factors in these three patterns of information. In the area of attribution and causal induction, the model has generated several theoretical advancements and empirical research, and it persists in having an impact today (Forsterling, 2001). It has been used as a normative model for evaluating errors and biases and a conceptual tool for analysing a wide range of social psychological phenomena, from attribution in close relationships to assertions of changes in heart rate. Kelley's (1973) model is now being refined and extended to see whether it defines all

necessary attributional details and the mental functions involved in forming attributions.

Limitations of the covariation model of attribution

A significant critique of the paradigm is its inability to distinguish between intentional and accidental behaviour as well as between cause and reason explanations (Malle, 1999). A person engages in intentional behaviour when they have a goal for a particular outcome and believe that a particular behaviour will lead to that outcome. These ideas and desires act as the driving forces behind our actions. When behaviour is unintentional, causes other than wants and beliefs are used to explain it rather than logic. Malle found that the sort of explanation given influences the assessment of intentionality and that the explanation provided decides whether the behaviour is purposeful or accidental. Malle also included the impact of being an actor vs a spectator, the self-serving bias, and the contrast between subjective and logical thinking as crucial elements influencing behaviour attributions. The covariation model makes no allowance for this. Malle proposed a new theoretical framework for understanding behaviour attributions more largely and thoroughly.

Three-dimensional model of attribution

According to Weiner's (1992) Three-Dimensional Theory of Attribution, people should try to understand our motivations. According to Weiner, the explanations we offer for our behaviour may affect how we behave in the future. Bernard Weiner asserts that people's early emotional responses to the potential effects of the actor's intrinsic or extrinsic incentives have an impact on their future behaviour. A person's effort in subsequent activities depends on their perceptions of what caused them to achieve or fail

in a task. According to Weiner, people analyse observed behaviours using their cognitive faculties and attribution search. When attributions produce positive affect and a high likelihood of future success, they should increase motivation to attempt tasks of a similar nature in the future as opposed to when they produce negative affect and a low likelihood of future success. When people are presented with similar circumstances in the future, their emotional and cognitive appraisals eventually affect their behaviour.

Weiner (1992) proposed that the qualities of attribution were more relevant than the precise attributions (e.g., bad luck, not learning sufficiently). In Weiner's view, attributions may impact future motivation in three ways: stable theory (i.e., stable and unstable), locus of control (i.e., internal and external), and controllability (i.e., controllable or uncontrollable).

Stability

Stable attributions for successful outcomes, such as passing tests, may lead to positive expectancies and hence better motivation for future performance, according to Weiner (1992). On the other hand, stable attributions may cause a reduction in future expectations in the occurrence of unfavourable circumstances, such as failing an exam. For instance, a student's conviction that he failed his examinations because he is not smart enough is a stable factor. Being ill or another unstable component has a shorter-lasting effect.

Locus of control (internal and external)

In contrast to situations outside their control, it relates to how much people believe they influence how events in their lives will turn out. Internal locus of control (the conviction that one has control over one's life) or external

locus of control (the conviction that one's life is determined by events outside of one's control or by chance or destiny) (Judge, 2002). For instance, if the learner feels he failed the test because he is intrinsically unintelligent (i.e., an internal reason), he will be less driven in the future. If he believes an external reason, such as inadequate instruction, is to blame, he may not suffer such a loss of drive.

Controllability (controllable or uncontrollable)

The controllability dimension indicates whether or not a person controls the cause of an occurrence (Weiner, 1992). People are less likely to try again if they feel they could have done better than if they think they failed because of external factors.

Application of the three-dimensional model of attribution

The disciplines of education, law, clinical psychology, and mental health have extensively used Weiner's theory. The relationship between accomplishment and self-esteem is strong. According to Weiner (1992), causal attributions influence how we feel when we win or lose. One is unlikely to feel pride in accomplishment or confidence in one's abilities when beating a tennis opponent who always loses, receiving an "A" from a teacher who always gives that grade or other similar situations. On the other hand, receiving an "A" from a teacher who does not often award top grades or winning a tough tennis match against a top-ranked opponent has a significant positive effect.

In contrast to failure being attributed to internal, erratic, controllable elements like effort or external factors like task difficulty, students with greater levels of self-esteem and academic performance attribute success to internal, consistent, uncontrolled characteristics like talent. For example,

learners who do not continue their education regularly are more likely to identify as poor readers. Children's expectations for success in reading activities and justifications for success or failure reflect their thinking of their reading skills. Similar to this, children with learning disabilities are more likely to attribute success to ability rather than effort, which is a stable, uncontrollable factor, than their non-disabled classmates.

The motivational differences between high and low performers have been explained by the attribution theory. Because they think success is based on talent and effort, high achievers would embrace these activities rather than avoid them, according to the attribution theory. Failure isn't seen as their fault, but rather the result of poor circumstances or a terrible test. Because of this, success fosters pride and confidence while failure does not damage their sense of self. Contrarily, low achievers abandon their responsibilities for success because they lack confidence in their abilities and/or think that luck, "whom you know," or other factors outside of their control determine achievement. Because of this, even when successful, the low achiever does not feel as appreciated because he or she does not feel responsible, which lowers self-confidence.

In this study, the students who perform well in their academic endeavours may attribute their success to their interaction with their classroom teachers. Also, some students are prone to link their academic success to their relationships with their fellow students. These two different scenarios situate well in the attribution theory.

Conceptual Review

According to self-determinant theory, children are more likely to succeed in school when their demands for relatedness, competence, and autonomy are met (Connell & Wellborn, 1991). Students who have teachers that value their perspectives and create a positive learning atmosphere will have the mental clarity and self-assurance they need to study (Reyes, Brackett Rivers, White & Salovey, 2012). Students are therefore more likely to actively engage in the learning process, according to Patrick, Ryan, & Kaplan (2007).

The conceptual review informs the reader about the numerous topics being researched. It addresses definitional concerns, explanations, and features when appropriate and explains the study's major variables.

Classroom Interaction

Classroom interaction is investigated from the standpoint of social interaction to discover the processes instructors and students employ to conduct classroom business (Koole, 2015). Anybody who has spent time in a classroom should be aware of the fact that this business includes anything from teacher-led activities to student group projects or teacher-student dyadic contact to student mutual consultations to learners' work that involves not paying attention. Research on classroom interactions focuses on what students reveal about themselves through their interaction behaviour in terms of how they want to be understood and interpret one another. The fact that the process of forming meaning through interaction is visible gives it the name "social" interaction. These activities are examined as a social process instead of a collection of distinct mental capacities because mutual understanding and interaction are the responsibility and accomplishment of multiple actors.

Classroom interaction study, like all social interaction research, began in the 1960s when academics had access to recording technologies such as cameras and microphones. Scholars sat or even participated in the classroom, while others observed the lecture on a monitor in another room or simply watched the recordings afterwards. According to available technology and research objectives, the audio was recorded using camera-mounted, isolated, or individual wireless microphones on the teacher or individual students. These many streams may now be transmitted directly into a computer, which can be synchronised with one other and later transcripts, thanks to recent digital technology. Classroom recordings have sometimes been augmented with various interviews and ethnographic data on aspects such as ethnicity and socioeconomic status. According to the objectives of the study and the researchers' views on methodology and philosophy, additional information regarding school policy, teacher planning, and more recordings in the schoolyard have also been acquired.

Dimensions of Classroom Interaction

The dimensions of classroom interaction are “emotional support”, “organisational support”, and “instructional support”. This is followed by an explanation of these components of classroom engagement.

Emotional support

By promoting pleasant interactions between students and teachers in the classroom, teachers can help students' social and emotional functioning. These are classrooms where teachers foster relationships with students, address them by name and are familiar with aspects of their life outside the classroom, provide individualised attention, and regularly allow pupils to

express their opinions and work independently. According to the attachment and self-determination theory, emotional supports are those factors in the classroom that help students feel safe enough to try out new, challenging experiences and feel connected to their teachers and schools, which helps them stay motivated to learn (Bowlby, 1969; Connell & Wellborn, 1991).

Organisational support

The significance of organisation and administration in producing a well-functioning classroom is heavily emphasised in educational research and practice. According to theory, organisational supports assist kids in developing self-control by making sure that their behaviour, time, and attention are managed well (Emmer & Stough, 2001; Soar & Soar, 1979). These are the classrooms where teachers actively and tactfully manage student behaviour, plan lessons and materials so that students rarely have time to relax, keep transformations brief, make sure expectations are clear, and design activities so that there are many opportunities for active participation. “Ecological psychologists” and “process-product” researchers claim that the external constraints provided by classroom environments are related to students’ ability to self-regulate their behaviour and attention (Emmer, Evertson & Anderson 1980; Kounin, 1970; Pintrich, 2000).

Instructional support

Applying “cognitive science”, “learning”, and “developmental research” insights to educational contexts have recently received more attention, elevating instructional techniques to the fore (Carver & Klahr, 2001). Through meaningful instructional discussions, learning-improving feedback, and language engagement and facilitation strategies, supportive

instructional interactions facilitate children's cognitive and language development. Students are challenged to think critically and solve problems in the classroom by their teachers, who also give them opportunities to apply what they have learned to new situations and integrate it into real-world contexts. Teachers also frequently engage in feedback loops that prolong learning moments and demonstrate to students how to use language for a variety of purposes, including social/pragmatic, vocabulary, and narrative. The theory on children's cognitive and language development emphasises the importance of learning facts in a meaningful, organised framework and scaffolding from simpler to more complex ideas (Vygotsky, 1991), with a consistent focus on understanding thinking patterns that can be adhered to later learning content. Bransford, Brown, and Cocking (1999) and Vygotsky (1991) both advocate these strategies (Williams, Blythe, & White, 2002).

Interpersonal Relationship

In a classroom, teacher-student connections are crucial to communication. According to observations, successful teaching requires a large degree of excellent human communication. Students and new teachers are becoming more aware of the necessity of teacher competence in dealing with kids. This is mirrored in the questions they often ask, such as: How would my relationship with my learners be improved? To guarantee learners' attention and cause them learn, what should be done? How would I arouse their interest to work with me? How would the positive relationship that exist between learners and myself be enhanced? Such queries showcases the essence of the X factor in a proactive classroom instructor. They also observe the eminence attached with the teacher-student interpersonal interaction.

Teaching is, after all, a serious form of communication, and previous research, “classroom observations”, “interviews”, “surveys”, and other evidence all suggest that, in order for students to learn, their teachers must possess at least three characteristics known as the three F’s: “firmness”, “friendliness”, and “fairness”, along with showing compassion and understanding. The introduction of an interpersonal teacher behaviour model is relevant because of such student input and acknowledgement of the potential influence of teacher-student interactions on student learning.

Two sources conceptually influenced this model of interpersonal teacher behaviour: first, Watzlawick, Beavin, and Jackson’s (1967) systems communication theory, and second, the Leary’s (1957) model of interpersonal behaviour. The systems communication theory and the Leary model were extensively employed in psychiatric and psychological settings before being developed in educational settings by a group of Dutch academics in the early 1980s. Indeed, the concept of interpersonal teacher behaviour and the Questionnaire on Teacher Interaction (QTI), a measurement scale for measuring teacher behaviour via student views, was developed as part of a long-term Dutch research programme called “Education for Teachers” at the Utrecht University.

Academic achievement

Student success is also aided by a pleasant school atmosphere. Positive teacher traits such as establishing high but attainable objectives, believing in students, and dedication to students’ academic success, for example, were linked to better standardised test scores in a study of primary student progress in reading and mathematics (Goddard, Sweetland & Hoy, 2000). According to

research, when instructors believe they are successful, the school has good principal leadership, positive student-peer interactions, and high student standardised test scores, GPAs, and grades (Wang & Degol, 2016). According to Wang and Degol (2016), these connections have been discovered in kids from kindergarten to the 12th grade. There is also a link between the distribution of school resources and student accomplishment. Wang and Degol emphasised that multiple studies have established a link between student achievement and resources such as teacher preparation and experience, class size, the teacher-to-student ratio, educational facilities, instructional materials, and financial resources.

Academic performance refers to how well a learner, educator, or institution has met both short- and long-term learning objectives. A student's GPA and the attainment of educational milestones like secondary school diplomas and bachelor's degrees serve as metrics of their academic progress. There is no universal consensus on how academic accomplishment should be assessed or whether elements—procedural knowledge, like skills, or declarative knowledge, like facts—are more important. Tests or ongoing evaluations are routinely used to assess academic performance (Ward, Stoker & Murray-Ward, 1996). Furthermore, when creating school accomplishment models, aspects like “exam anxiety”, “environment”, “motivation”, and “emotions” must be taken into account even if studies have not yet established whether they accurately predict academic performance. Schools are paid based on how well their pupils achieve academically. A school that does better academically will be given more cash than a school that performs worse (Ziedner, 1998).

Factors Influencing Academic Achievement

Scholars have endeavoured to unearth some factors that influence learners' academic achievement. Some of the factors have been outlined in the ensuing paragraphs of this literature review.

Individual differences influencing academic performance

Academic achievement has been associated with differences in intelligence and personality (von Stumm, Hell & Chamorro-Premuzic, 2011). Higher IQ and conscientiousness scores are indicators of students who are more likely to succeed in school (linked to effort and success motivation). In addition to intelligence and diligence, a recent meta-analysis found that mental curiosity (assessed by usual intellectual engagement) significantly impacts academic achievement (von Stumm et al., 2011).

Non-cognitive factors

“Academic self-efficacy”, “self-control”, “motivation”, “expectation”, “goal-setting principles”, “emotional intelligence”, and perseverance are non-cognitive qualities or traits that improve academic and professional achievement (Gutman & Schoon, 2013). Sociologists Bowles and Gintis coined the expression in the 1970s to draw attention to elements other than those evaluated by the results of cognitive tests. The phrase serves to distinguish between the many cognitive skills that instructors assess through tests and quizzes. More people realise that non-cognitive abilities can explain academic and career success than cognitive abilities (Heckman, Stixrud & Urzua, 2006). Non-cognitive skills include:

Self-efficacy is one of the greatest indicators of academic achievement (Stajkovic, Bandura, Locke, Lee & Sergent, 2018). The idea that you can do

something is known as self-efficacy. When researchers and others examined the Big Five characteristics, they discovered that tenacity and emotional constancy were predictive of self-efficacy in more than half of the investigations. But in every study, it was shown that “self-efficacy” was a more accurate predictor of academic performance than personality. This suggests that parents should attempt to enhance their child’s self-efficacy at school if they want their children to achieve academically.

Motivation is the explanation behind a person’s behaviour. According to a study, children with excellent academic achievement, motivation, and perseverance use extrinsic goals (Gutman & Schoon, 2013). Additionally, students determined to improve their past or upcoming performance outperform their less motivated counterparts academically (Friedman & Mandel, 2009). Put another way, students with a greater need for achievement perform better in the classroom.

Self-control, in the academic environment, is associated with self-restraint, “self-regulation”, “delayed gratification”, and emotion regulation. Self-control is the ability to alter one’s responses, particularly to align them with beliefs, values, morals, and cultural norms, and to support the accomplishment of long-term goals (Baumeister, Vohs, & Tice, 2007).

Extracurricular activities

Extracurricular activities have been linked to improved academic performance (Abruzzi, Lenis, Romero, Maser, & Morote, 2016), with increases in “attendance, school engagement, GPA, tertiary education, and a reduction in dropout rates and depression” (Darling, 2005, p. 12). Furthermore, teenagers who engage in extracurricular activities benefit from

their developmental results (Mahoney, Taylor, Kanarek & Samuel, 2005). High school athletics and academic achievement have been linked, particularly for urban children, according to Darling. On the other hand, Mahoney et al. contended that involvement in athletics has been linked to higher rates of alcohol misuse and consumption among high school students and higher absenteeism.

While evidence implies a beneficial association between academic achievement and involvement in extracurricular activities, the reality of this connection is not always evident. Furthermore, a slew of unrelated variables impacts the link between academic accomplishment and extracurricular activity (Abruzzi et al., 2016). Among the factors are civic participation, identity development, healthy social interactions and behaviours, and mental wellbeing (Darling, 2005). Positive social assistance and growth, which may be achieved via organised after-school activities, are advantageous for obtaining academic achievement, according to a previous study on kids.

Successful educational actions (SEAs)

There have been studies that indicate how implementing SEAs in educational institutions with high truancy level improves academic attainment (Fleecha & Soler, 2013).

Empirical Review

This part of the literature review focuses on the investigations that have been done previously by other scholars. These studies are reviewed based on the identified research questions and hypotheses. The subsequent paragraphs, therefore, outline the empirical reviews based on the research questions and hypotheses.

Classroom Interaction among Students and Teachers

In determining classroom interaction among teachers and students, few studies concentrated on that. Language input and output treatments by Wang & Castro (2010), for example, examined the impact of classroom interactions between students and instructors on the acquisition of English passivation by L1 Chinese adult learners of English as a foreign language. Phase 1 required both groups to read and highlight the input content. Following the collection of materials, the participants were needed to create the initial reconstruction. The participants constructed the reconstruction a second time after being exposed to the identical input information. In phase 2, participants produced a brief piece on a particular subject and were shown an example of the writing supplied by the participating instructor. According to the study's findings, learners' awareness of the target form may increase due to classroom engagement and language production.

Suryati (2015) conducted a study on teachers' usage of interaction methodologies in lower secondary English Language Teaching (ELT). The survey included 18 instructors from Malang, East Java's lower secondary schools. Self-Evaluation Teacher Talk (SETT) was used as the instrument in the research, and classroom observation was used as a technique. Because it characterises teacher-student interaction, SETT was chosen as the observation procedure. Eighteen (18) instructors monitored thirty lessons. The information showed that material, skill, and system modes predominated most teacher-student interactions in Lower Secondary Schools. Teachers' most often employed techniques were IRF patterns, show questions, instructor echoes, and longer teacher turns, although learners' extended turns were less frequent.

Rashidi and Rafieerad (2010) looked at classroom dialogue in Iranian EFL courses. The study's objectives were to identify teacher-student interaction patterns, evaluate the influence of instructors' and students' gender on their interaction patterns, and determine whether the contact was teacher-dominated or student-dominated. The results showed that the participants' interaction patterns differ, with the participants engaging in a range of discourse activities. When the gender impact was taken into account, it was shown that male and female instructors had more similarities than differences. In addition, guys were shown to be more eager than girls to engage with their instructors. Finally, the results showed that, despite the IRF pattern in which teachers predominated a large portion of classroom discourse, students did initiate conversations with their teachers and, occasionally, even followed up on their instructors' responses to their inquiries, resulting in an IRF sequence even in student-teacher talk.

The Brief Student-Teacher Classroom Interaction Observation was reviewed and validated in primary classrooms (i.e., Grades K–3) by Reinke, Herman, and Newcomer (2016). During classroom teaching, an overall sample of 896 pupils was observed. During a 5-minute session at the beginning of the school year, the measure was used to collect data on how instructors engaged with pupils regarding their use of pleasant against negative remarks. At the end of the school year, pupils who received more negative feedback from their teachers than positive input had much greater rates of emotional regulation disorders, attention problems, and disruptive behaviour. In contrast, prosocial behaviour was significantly higher in students who received more constructive criticism.

Nisa (2014) carried out a study on the forms of instructor talk, student talk, and classroom interaction that are employed in EFL speaking classes. The research used a qualitative approach in the form of a case study. The investigation's subjects were an English instructor and 25 students from the University of Kuningan's English Education Department's second semester. In getting the data, naturalistic observation and document analysis was employed. The data were analysed utilising the Foreign Language Interaction (FLINT) technology and several classroom interaction frameworks. The data demonstrated that both the instructor and the students used the FLINT system's conversation categories and classroom interaction. The results suggest that educators should encourage learners to speak English, especially while working in groups, by using more forms of praise and encouragement. They should also ask questions to help students become more skilled communicators.

Looking at the above enumerated studies which were carried out in Western countries, it is possible that the results may differ indicating that, the results as presented in the aforementioned studies may not be necessarily generalised to low-and-middle income countries (LMICs) like Ghana where perceptions of students and teachers as well as their attitudes may vary. Therefore, in filling this gap, this study seeks to delve into classroom interaction of students and teachers from a Ghanaian perspective as against the already reviewed foreign studies.

Interpersonal Relationship between Students and Teachers

Many academics have studied interpersonal interactions between students and teachers in various contexts and locations and have come up with

various findings. Van Oord and Brok (2004) investigated how instructors and students thought about desirable instruction, such as the level of teacher-student interaction. Using the Model for Interpersonal Teacher Behaviour (MITB), interpersonal teacher behaviour was studied. From two United World Colleges, one in Wales and the other in Norway, 176 students and 39 instructors contributed information. The results of the survey showed that there were few differences between the preferred teaching profiles of instructors and students. Pupils in Wales and Norway said that instructors should be less authoritarian than teachers were (for example, harsh, guiding, but less certain, allowing students to take responsibility).

The factors that affect interpersonal interactions in nursing college students' learning skills and teaching methodologies were examined by Park, Ha, and Kim (2006). Sixty-six participants were chosen to take part in the data collection. The study utilised the Narcissistic Personality Disorder Scale, Self-Efficacy Scale, and Interpersonal Relationship Scale. The following methods were used to analyse the data: mean, standard deviation, and stepwise multiple regression. It was noted that self-perception and social competence are the two key personality traits that affect interpersonal relationships. The findings suggest that nursing college students must devise a strategy to develop a positive perceptual orientation and fruitful interpersonal interaction.

Telli, Brok and Cakiroglu (2010) also examined the relationship between Turkish high school pupils' attitudes toward science and their views of their scientific professors' interpersonal behaviour. Students' perceptions of the interpersonal linkage between teachers and students were mapped using the QTI, which uses the two related variables "influence" and "proximity".

The Test of Science Related Attitudes (TOSRA) was used to collect information on students' subject-related attitudes. 9th through 11th graders from 7484 pupils in 278 science classes (55 public schools) in 13 major Turkish cities took part in the study. The influence was linked to student happiness, whereas “proximity” was linked to attitudes toward inquiry and enjoyment, according to multilevel analyses of variance.

Barbosa de Santana et al. (2015) equally ascertained the opinion of students on factors associated with interpersonal relationships (teacher-student) in the university environment and identified the contribution of interpersonal relationships to the professional training of students. An exploratory, descriptive study was conducted both quantitatively and qualitatively. A sample of 140 nursing, pharmacy, and nutrition students at the Federal University of Campina Grande Education and Health Center provided the data. Objective data was analysed descriptively. For subjective data, the content analysis technique was adopted, through which it was possible to categorise data thematically and build three categories of analysis: dialogue and trust in interpersonal relationships, skills in professional conduct, and enhancement of cognitive skills. Consequently, the students perceived the importance of dialogue for interpersonal relationships in the organisational teaching-learning environment; gaining hope meant benefits for both. This study emphasised the importance of humanised training for future health professionals, permeated by effective interpersonal relationships, which will allow them to provide a better service to users of the health sector.

Saidi and Vu (2021) also studied the characteristics that contribute to great teaching, as reported by students on ratemyprofessors.com, a prominent

website for students to freely rate their instructors. The disproportionate stratified sampling research approach was used to find four-year higher education schools qualified for inclusion. In order to analyse the respondents' responses, the mean and standard deviation were employed. According to the findings, students' five most significant attributes include being compassionate, courteous, inspiring, offering excellent feedback and presenting "wonderful" lectures. According to the research, students respect interpersonal interactions and like getting personalised feedback and encouragement.

Sivan and Chan (2021) investigated Hong Kong pupils' reactions to interpersonal teacher behaviour in their classrooms. With 69 secondary school students, 15 focus-group interviews were done. The key topics were discovered using content analysis. Students' impressions of cultural similarities and differences were compared to the MITB's original descriptions. While the QTI's validity and its Chinese equivalent (C-QTI) is supported by similarities, variances in perceptions of interpersonal teacher behaviour in the Hong Kong setting show cultural differences. Positive reaction feelings were reported by students for "Friendly/Helpful", "Understanding", and "Leadership", negative emotions for "Dissatisfied", "Admonishing", and "Uncertain", and mixed emotions for "Strict" and "Student Freedom and Responsibility".

Even though the above-reviewed studies provide significant findings in the literature, the findings specific to the Ghanaian population seem to be missing in the available literature. This renders it problematic to apply the

findings of those former studies in Ghana. The current study will fill this huge vacuum in extant literature.

Gender and Interpersonal Relationship of Students

There have not been many research done to look at gender differences in how pupils interact with one another. For example, Van Oord and Brok (2004) looked at students' and instructors' perspectives on preferred instruction. The MITB was employed in examining teachers' interpersonal behaviour. One hundred and seventy-six learners and 39 classroom instructors provided the study's data. According to the reserach, there were differences in attitudes between male and female pupils. Male students opted for more criticism, reprimands, and strictness than female classmates.

Lai & Gwung (2013) evaluated the impact on interactions in terms of peer, "parent-child", "teacher-student", and "internet friend" relationships from a gender difference and different internet use perspectives. For the structural equation modelling study, 444 college students provided data. According to the findings of this research, internet use for social contact and information seeking has a favourable impact on all types of interpersonal interactions. Online gaming has improved net-friend relationships while harming teacher-student relationships. Interestingly, viewing videos had a favourable impact on peer and parent-child interactions. Due to the intermediation of increasing game playing, men also had a lower amount of teacher-student engagement and a higher level of net-friend relationships.

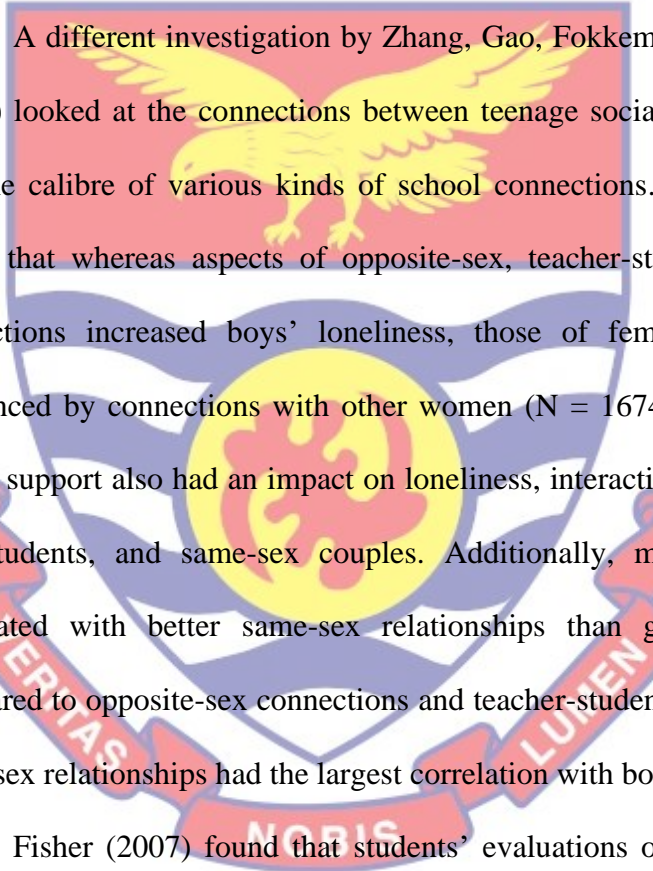
Ariyani and Hadiani (2019) also looked at the gender of students' interpersonal communication to see if there was a link in interpersonal communication between male and female learners. The inquiry was conducted

using the descriptive methodology. Notably, 88 students from a single state polytechnic in Bandung, Indonesia, including 66 men and 22 women, served as the responders. The results showed that male students somewhat outperformed female pupils in interpersonal communication. Regarding the crucial components of successful interpersonal communication, students of both genders differed significantly in their ability to engage in primary interpersonal communication. As a result of their greater ability to identify themselves as equals to their communication partners, female students dominated the domain of equality. As a result of their ability to speak openly and completely know what they are saying and to provide encouragement and positive thinking, male students were found to be the most open and supportive.

In addition, Parameswari (2015) looked at how students act and what they anticipate from those around them. The FIRO-B questionnaire was utilised with 200 sampled college learners from two institutions in Salem, who were chosen using a stratified random selection procedure. Gender, discipline, and birth order are the strata employed in this research. When the data were analysed using a t-test, it became clear that there was a substantial gender difference in the dimensions of declared inclusion and desired control in interpersonal relationships.

Kim and Kim (2021) also investigated the correlation between materialistic values and interpersonal relationships of adult and general university students and compared the two groups. The analysis was conducted using the SPSS Statistics 25.0 programme, targeting 228 adult and 216 general students nationwide. First, as for the difference in the materialistic values of

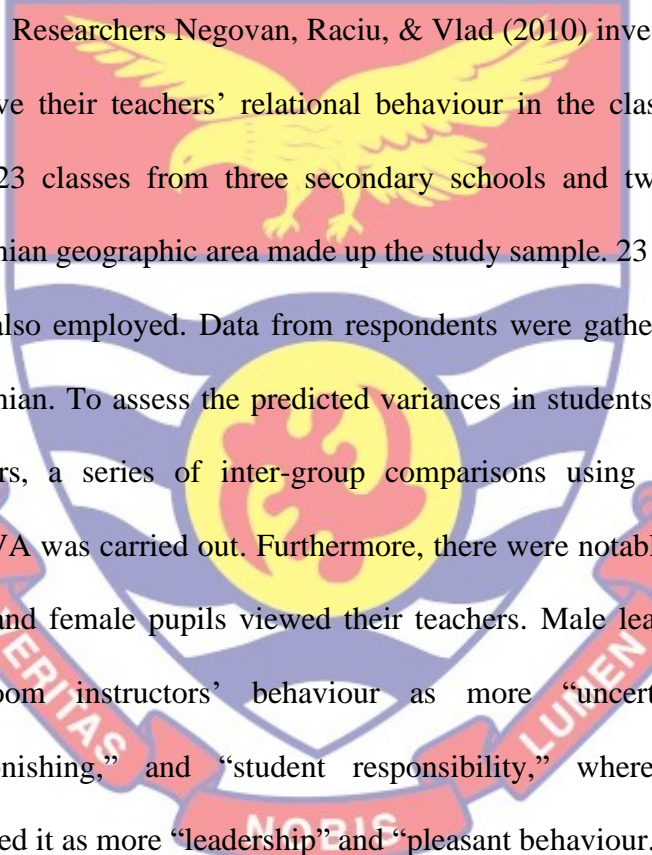
the adult and general university students given the general features, substantial variations were found in terms of gender, religion, the type of school, grade, monthly income (allowance), monthly expense, items of expenditure, and hobby. Second, the analysis of the interpersonal relationship differences based on their general characteristics revealed differences based on gender, grade, monthly income (allowance), monthly expense, items of expenditure, and hobby.



A different investigation by Zhang, Gao, Fokkema, Alterman, and Liu (2015) looked at the connections between teenage social support, loneliness, and the calibre of various kinds of school connections. Zhang et al. (2015) found that whereas aspects of opposite-sex, teacher-student, and same-sex interactions increased boys' loneliness, those of females were primarily influenced by connections with other women (N = 1674) in middle schools. Social support also had an impact on loneliness, interactions between teachers and students, and same-sex couples. Additionally, men's loneliness was associated with better same-sex relationships than girls'. Finally, when compared to opposite-sex connections and teacher-student links, the quality of same-sex relationships had the largest correlation with boys' loneliness.

Fisher (2007) found that students' evaluations of classroom learning settings, their cultural backgrounds, gender, and their attitudes toward and performance in science and mathematics were all linked to their attitudes and performance in these subjects. 3000 students from 182 science and math classes in high schools in 35 coeducational Western Australian and Tasmanian schools took part in the study. The pupils filled out a survey that included the QTI, an attitude toward class scale, and cultural background questions. For

secondary school science and mathematics pupils, statistical studies have validated the QTI's reliability and validity. In general, student attitude scores were shown to be substantially linked with the dimensions of the QTI. Students' attitudes were higher in classes where students reported better "leadership", "helping/friendly", and "understanding" actions in their instructors. Females had a more favourable opinion of their professors than men did.



Researchers Negovan, Raciu, & Vlad (2010) investigated how students perceive their teachers' relational behaviour in the classroom. 525 students from 23 classes from three secondary schools and two high schools in a Romanian geographic area made up the study sample. 23 additional instructors were also employed. Data from respondents were gathered using the QTI in Romanian. To assess the predicted variances in students' perceptions of their teachers, a series of inter-group comparisons using t-tests and one-way ANOVA was carried out. Furthermore, there were notable distinctions in how male and female pupils viewed their teachers. Male learners perceived their classroom instructors' behaviour as more "uncertain," "dissatisfied," "admonishing," and "student responsibility," whereas female students regarded it as more "leadership" and "pleasant behaviour."

Gender and Classroom Interaction among Students

Few investigations have been done to ascertain the difference in classroom interaction among students in terms of gender. For instance, Drudy and Chatháin (2002) performed research that consisted of a quantifiable examination of collective patterns of classroom discourse with male and female children in classes taught by post-graduate student teachers in Irish

coeducational secondary schools. Boys had a larger number of encounters with their instructors, while girls had a lower percentage than predicted based on their equal class distributions. The average interaction between males and their instructors was greater than the average contact between girls and their teachers. There was a statistically significant difference between the two groups. One factor that was substantially, consistently, and significantly connected with the interaction patterns was the class's gender distribution. Student teachers were inspired and prepared to better their responsibilities as learning coordinators for both male and female students in their classes after confronting their classroom interaction patterns and "own" performance discrepancies.

The effects of student-faculty interaction on a variety of student outcomes, such as college GPA, degree ambition, integration, critical thinking and communication, cultural acceptance and social consciousness, and satisfaction with the college experience, were also examined by Kim and Sax (2009). Depending on the student's gender, race, socioeconomic background, and generational standing, these effects changed. The study made use of data from the 2006 University of California Undergraduate Experience Survey (UCUES). To explore the conditional effects of student-faculty interaction, gender, race, socioeconomic class, and first-generation status were included in separate blocked regression models for each student grouping. Middle-class, first-generation college students, persons of colour, males, and girls were the four groups that the study's participants were divided into. The findings revealed disparities in the frequency of student-faculty interactions across these groups as well as in the impacts of student-faculty contact (also known

as “conditioned effects”), which were reliant on all statuses except first-generation.

Aziz, Quraishi, and Kazi (2018) also examined the situation of secondary school students’ participation in the classroom today and the factors that affect it. Nineteen males and twenty-one girls from Lahore’s government high schools in the ninth and tenth grades were randomly selected to participate in the study. The sampling process involved two parts. First, a sample size of 10% was calculated, leading to the selection of four schools at random-two from each category. From a total of 1689 students, 250 students from each group were selected at random to make up the second group of 500 students. A questionnaire asking for self-reports was used to get the data (FBCPS). Data obtained were analysed descriptively (i.e., means and percentages) and inferentially. According to the findings, kids display a high degree of classroom involvement. Furthermore, guys engaged in class more than girls; although the internal and external variables that influenced their classroom engagement were similar, the degree to which they influenced was varied.

In another study, Jones and Wheatley (2016) looked at gender inequalities in classroom interactions to see whether they contributed to women’s underrepresentation in physical sciences (i.e., physics and engineering) and future jobs. Thirty physical science courses and thirty chemistry courses with a combined enrollment of 1332 students were observed using Brophy-Good Teacher-Child Dyadic Interaction System. The Brophy-Good coding approach enables the examination of the student group and individual interaction patterns. An analysis of variance found a significant

main influence for teacher praise, call-outs, procedural questions, and behavioural warnings depending on the sex of the student. It also revealed a significant teacher-sex main effect for direct questions. The behavioural warning variable saw significant two-way interactions for instructor sex and subject by student sex. Male students received much more reprimands from female teachers than female students. Both sexes received similar cautions from male academics. Male students received much more behavioural warnings than female students in physical science classes. In chemistry classes, male and female students received nearly the same disciplinary warnings.

Rashidi and Naderi (2012) conducted a study along similar lines to examine the influence of gender on interactions between teachers and students in Iranian EFL classes. 24 classes in total were observed, recorded, and given transcripts. We calculated and compared the frequency and proportion of discourse acts utilised by male and female lecturers, as well as male and female students. Chi-square testing was used to assess the differences that were significant. The study discovered that there were gender-specific patterns of interactions between teachers and students, despite the fact that men and women shared some traits. Compared to male teachers, female teachers interacted with their students more, were more supportive, and shown greater patience. They asked more referential questions and used fewer directive forms. They added more compliments as well. On the other hand, the patterns of student-teacher talk were influenced by the gender of the students. Male students initiated more conversations with their teachers than did female

students, who preferred to be addressed by their professors. Male pupils were also wittier and gave their lecturers more constructive comments.

Kim and Sax (2007) investigated the conditional effects of student-faculty interaction in a big research university system while taking into account variables including gender, race, socioeconomic position, and first-generation status. The research data came from the 2006 UCUES, a long-term survey of UC undergraduate students conducted by the UC Berkeley Centre for Studies in Higher Education. Two analytical methods were used: chi-square cross-tabulations and blocked independent regression analysis. The study found that while financial position or first-generation status are not factors in determining how student-faculty interactions affect academic achievement, they do depend on the gender and ethnicity of the students.

In Ekiti State, Nigeria, Oluwagbohunmi (2014) looked at gender issues in secondary school students' participation in classroom interactions and their achievement in social studies. For this research, a descriptive survey design was employed. A total of 1500 JSS 2 Social Studies students were included. The sample was chosen using multistage and purposive sampling techniques. The study's instruments were the Classroom Interaction Analysis Categories (CIAC) and the Social Studies Achievement Test (SSAT). The instruments' reliability was determined using the test-retest method. In order to analyse the data, the t-test was used. According to the study, there were substantial differences between male and female students' levels of participation in class discussions and their academic success in social studies.

Influence of Classroom Interaction on Students' Academic Performance

Researchers who have studied the relationship between classroom engagement and students' academic achievement have come to a number of findings. Bolarinwa and Okolocha (2018), for instance, looked at how interactions in the classroom and student attitudes affected academic progress in financial accounting. 213 people received both a questionnaire and an achievement exam. Utilising the mean, t-test, and correlation, the data collected from respondents was analysed. The research revealed that attitudes and classroom interactions have a big impact on how well students do in financial accounting. It was proposed that financial accounting teachers make their classes engaging for the students and encourage positive interactions.

Okoye & Onwuachu (2018) looked at how biology achievement among Anambra State second cycle (SSS) students was impacted by classroom interaction patterns. Causal-comparative or (ex-post-facto) design was employed in the study. In all, 10,206 SSS 2 Biology students from government-run SSSs in three educational zones in Anambra State made up the sample. The study involved 265 SSS 2 biology students in total (141 males and 124 girls). The investigation used a deliberate and random sampling technique. Six single-gender schools were chosen at random from the zones: two were coed, two were male, and two were female. The Previous Classroom Interaction Categorization Test (PCICT), a modified version of the Biology Achievement Test (BAT), measures how much teachers participate in their fruitful biology classroom activities compared to how much students do. The one-way Analysis of Variance (ANOVA) was performed to test the null hypothesis after data were analysed using mean and standard deviation to

address the study's questions. The findings indicated that students' development in biology was strongly impacted by how they interacted in the classroom.

Similar to this, Lerang, Ertesvg, & Havik (2019) investigated how students perceived classroom interaction and goal orientation in relation to academic progress, school absence, and disobedience in lower-secondary schools. The sample comprised 1975 eighth- through tenth-graders (aged 14 to 16) from 11 lower-secondary schools in Norway. Descriptive statistics, Cronbach's alpha, confirmatory factor analyses (CFA), and SEM were used in the examination of the data. According to the findings, classroom interaction is linked to goal orientation, academic success, school non-attendance, and defiance.

Podschuweit, Bernholt, and Brückmann (2016) also investigated how the variety of class contributions offered by students and teachers affects students' learning outcomes. In 10 German eighth-grade physics classes, films from three consecutive lectures on two separate topics were examined by Podschuweit et al (electricity and mechanics). The study had 290 students in total and 10 professors. The difficulty level of the spoken contributions from students and instructors was carefully categorised. In order to assess the pupils' learning progress, pre-post tests of electrical and mechanical knowledge were administered. With the aid of an ANOVA analysis, the effect of complexity on learning gain was investigated. According to the research, there is a direct correlation between students' learning outcomes and their ability to contribute very complex ideas in science class.

Adeyemo (2012) also looked at the link between good classroom management and students' academic progress. The research was conducted in 10 randomly chosen high schools in Lagos State's Shomolu local government area. A descriptive survey methodology was used to carry out the inquiry. A simple descriptive analysis was done. The study's primary tools were a student questionnaire, a teacher questionnaire, and a physics achievement exam. As data analysis techniques, ANOVA and t-test statistics were used. According to the results, good classroom management abilities or tactics greatly and favourably impact student progress in physics.

Omodara, Kolawole, and Oluwatayo (2013) also looked at classroom activities as a gauge of high school students' academic success in important scientific areas. 1,620 SSS 2 pupils and 54 science teachers were picked at random and purposely from schools in Ekiti State's 16 local government areas. A 28-item interaction schedule and accomplishment exams in biology, chemistry, and physics were developed and given out by the Ekiti State Ministry of Education. Both correlation and regression analysis were used to analyse the data. The data revealed a significant, positive, and very high correlation between the instructors' activities in scientific classes and the students' academic progress as well as a strong link between students' participation in class.

In a related study, Ode & Ogah (2020) utilised a descriptive survey to examine how biology students' academic performance in the Oju Local Government Area of Benue State was impacted by the classroom environment. The study involved 1,987 biology students, and 200 were chosen at random. Data were gathered using the Classroom Environment and

Students' Performance Questionnaire (CESPQ). Data were analysed using chi-square, mean, and standard deviation. Ode and Ogah concluded that the classroom environment significantly impacted biology students' academic success.

The conclusions from the investigations mentioned above are undeniably important and meaningfully contribute to the literature. However, it is possible that such results cannot be applied to pupils from other parts of the world. Additionally, pupils from LMICs like Ghana may perform academically differently than students from Western nations due to classroom engagement. This study seeks to fill a deficit in the body of previous literature.

Influence of Interpersonal Relationship on Students' Academic Performance

In order to determine how teacher relatedness influences student academic engagement and performance, Furrer and Skinner (2003) evaluated 641 third through sixth grade students from diverse places around the United States. Regression studies have shown that students' relationships with their teachers and peers have an impact on their participation, particularly their emotional engagement. Being associated with teachers was a better predictor of involvement and academic performance for men. Although sentiments of kinship with teachers declined from fifth to sixth grade, the benefits of kinship on academic performance were stronger for sixth graders. The results show that schools should put more emphasis on enhancing the calibre of children' relationships with their teachers and classmates in order to promote positive engagement and raise student academic accomplishment.

In order to investigate the correlations between the emotional components of teacher-student relationships (TSRs) and students' school involvement and achievement, Roorda, Koomen, Spilt, & Oort (2011) used a meta-analytic methodology. The findings were based on 99 studies, which involved students in kindergarten through high school. Separate studies were conducted on positive relationships and engagement, negative relationships and engagement, positive relationships and accomplishment, and negative connections and accomplishment. The final findings demonstrated that while high degrees of involvement were linked to academic performance, positive and negative relationships were linked to low to moderate levels of achievement. Additionally, studies have shown a correlation between better grades and positive teacher-student interactions. Both positive and negative aspects of the teacher-student relationship are crucial for students' learning and participation in class, according to the meta-analytic research.

Similar to this study, Hughes (2011) looked at how academic performance and adjustment were affected by a teacher and student views of characteristics of the teacher-student relationship. Hughes collected a sample of 714 academically at-risk children from three Texas school districts in two first-grade cohorts in the fall of 2001 and 2002. Regression analysis data obtained revealed that the teacher-student relationship predicted all positive outcomes. Also, the teacher-student relationship predicted higher levels of student performance. School connectedness, perceived academic achievement and math success were all uniquely predicted by student participation. The study found that the quality of the teacher-student interaction predicted

improvements in children's engagement and accomplishment and provided substantial support for the development of students' abilities and interests.

Using data from the Program for International Student Assessment in the United States, Lee (2012) examined the impacts of the teacher-student relationship and the academic press on student engagement and academic accomplishment. A total of 3748 ninth- and tenth-graders from 147 schools across the United States participated in the study. The study's findings partially supported the idea that competitive universities with high levels of responsiveness and academic press demand had an advantage (the teacher-student relationship). Despite the academic push and encouraging teacher-student interactions being connected to behavioural and emotional student engagement, only the teacher-student relationship was shown to be a substantial predictor of academic success. According to Lee, students who have strong relationships with their teachers are more emotionally and behaviorally engaged, which helps them succeed in school. The study's findings are helpful in resolving the debate over the optimal learning environment and in guiding practitioners and educators in creating successful interventions to boost student involvement.

Yu and Singh (2018) examined the links between high school mathematics achievement, student motivation, and teacher assistance. The longitudinal survey, conducted in 2009 and polled almost 20,000 students from 944 high schools, provided the information for this study. Structural equation modelling was used to estimate the relationships between the variables. The results demonstrated that conceptual education improved student mathematics performance, whereas a procedural focus decreased it.

Students' mathematics self-efficacy indirectly impacted their achievement in the subject, and relationships with and support from teachers also impacted students' enthusiasm in math classes.

Fan (2012) looked at the relationship between social connections between teachers and students in the classroom and social studies academic accomplishment. The researchers utilised an ex post facto design using a cohort of 1954 Junior Secondary School (JSS) 3 students in Nigeria's Cross River State who were randomly selected from 50 Public-owned schools. Both tests made use of a multiple-choice social studies question bank with 50 items that was based on the JSS social studies curriculum and was approved by test specialists. Another tool employed was the Teacher-Students Relationship Questionnaire. The correlation (r) analysis method was used to examine the data. The findings suggest a link between classroom interactions between teachers and students and students' academic progress in social studies.

Pan, Zhong, Zhang, and Chang (2020) investigated the effects of the school environment, instructors' professional identities, students' self-efficacy, and interpersonal connections on students' learning outcomes in universities in Hainan, China. The sample for the study includes instructors and students from universities in Hainan. Professors and students at the selected universities returned 40 and 418 useful surveys, respectively. The data were analysed using hierarchical linear modelling (HLM). The study's findings showed that while teachers' credentials influenced pupils' performance, school infrastructure and technology had a minimal bearing on academic attainment. However, students' learning outcomes improved in proportion to their levels of self-efficacy and interpersonal ties.

Conceptual Framework

The possible relationship among classroom interaction, interpersonal relationship and students' academic performance is depicted in the diagram below.

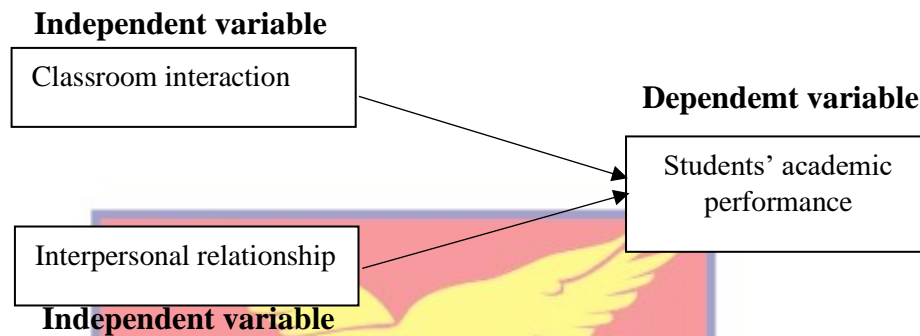


Figure 2: Conceptual Framework for classroom interaction, interpersonal relationship and academic performance

The study conceptualised that effective classroom interaction among classroom instructors and their students will influence the academic achievement of the students significantly in a positive way and vice versa. For instance, when the classroom instructor is strict or seems unfriendly towards students, the likelihood that students will not perform well in their academic activities is high. However, as a teacher exhibits good and friendly interaction with students in the classroom, students are more likely to think positively about their academics, which subsequently mirrors their academic performance.

The study also conceptualised that classroom interpersonal relationships between students and teachers will positively affect learners' academic performance. For instance, when the interpersonal relationship between the instructor and the learners is negative, it is high that they will not perform well in their academic activities. However, as a teacher exhibits

positive interpersonal relationships with the students in the classroom, students have a greater propensity to reason positively about their academics, which subsequently shows in their academic performance.

The average scores of the students in the district mock examination were used to measure their academic performance. The study conceptualised that the academic scores of the students would be influenced by the interpersonal relationship and classroom interactions. Thus the academic performance of students would be higher when there is good interpersonal relationship and good classroom interactions. Conversely, the academic performance of students would be low when the interpersonal relationship and classroom interactions are not good enough.

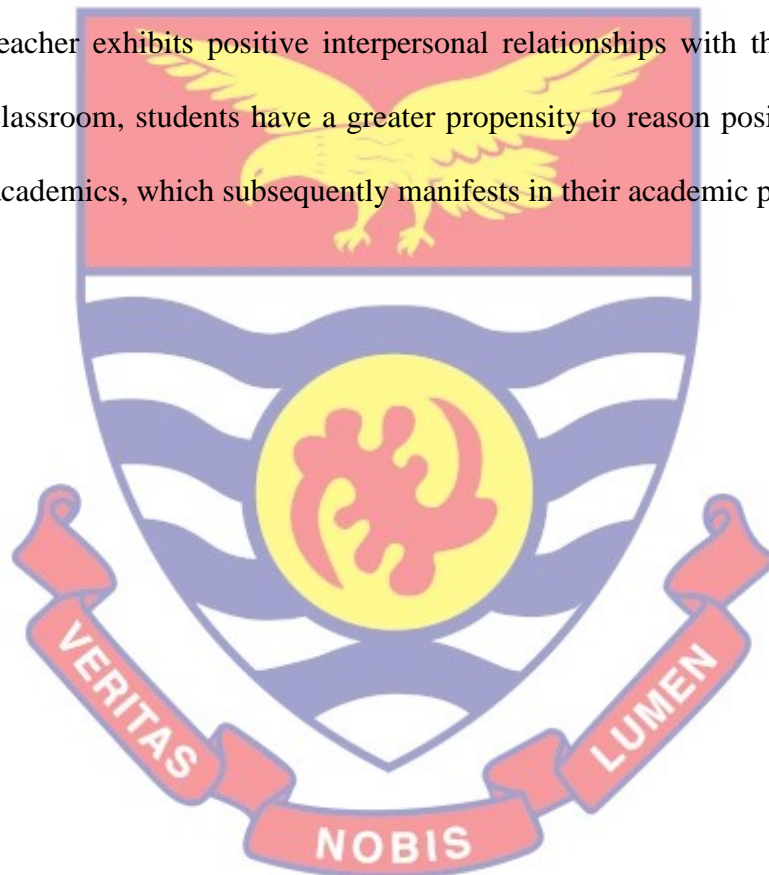
Chapter Summary

The study's intent was to examine the impact of "classroom interaction and interpersonal relationship on JHS students' academic performance in the Wasswa East District." For this purpose, the literature reviewed aligned with the study objectives. Relevant theories such as ecological systems theory by Bronfenbrenner (1979) and the attribution theory by Kelley (1973) and Weiner (1992), among others, were appraised. Important concepts were also duly explained.

The study conceptualised that effective classroom interaction among instructors and their learners will positively influence students' academic accomplishment and vice versa. For instance, when the classroom instructor is strict or seems unfriendly towards students, the likelihood that students will not perform well in their academic activities is high. However, as a teacher exhibits good and friendly interaction with students in the classroom, students

have a greater propensity to ponder positively over their academics and subsequently shows in their academic performance.

The study also conceptualised that classroom interpersonal relationship among colleagues, students, and instructors will significantly positively affect students' academic performance. For instance, when the interpersonal relationship between the instructor and the learners is negative, it is high that the learners will not perform well in their academic activities. However, as a teacher exhibits positive interpersonal relationships with the students in the classroom, students have a greater propensity to reason positively about their academics, which subsequently manifests in their academic performance.



CHAPTER THREE

RESEARCH METHODS

The study's intent was to ascertain the impact of classroom interaction and interpersonal relationships on JHS students' academic performance in the Wasswa East District. This chapter describes the research methods and techniques that the researcher employed in the conduct of the study. These include the research design, study area, population, sample and sampling procedure, instruments for gathering data, procedures in gathering data, validity and reliability of the instrument, how the data were analysed and chapter summary.

Research Design

According to Rahi (2017), a research design is a pattern or detailed plan for conducting a study; it directs the logical data collection and analysis framework to arrive at conclusions. Amedahe and Asamoah-Gyimah (2015) also defined research design as the overall set of intended actions that help the researcher in finding answers or solutions to the identified research questions or testing the hypotheses that guide the study. Essentially, the research design serves as the researcher's blueprint that directs the entire research activity since it entails vivid information that are easily explainable. The research design provides the framework on which the entire research activity is executed. It clearly explains the actual plans that are precise and explainable which the principal investigator wants to employ in conducting the study.

A descriptive survey design under a quantitative approach was used in this investigation. A descriptive survey is typically used to study the perspectives of a wide group of people on a certain situation or event (Wang &

Cheng, 2020). It helps develop a well-rounded understanding of the potential relationships of measured conditions, which are usually inexpensive and easy to conduct (Ewart & Ames, 2020). According to Ogah (2013), a descriptive survey research comprises obtaining information. It also provides insights into how the respondents perceive the issues being explored. Moreover, it enables the researcher to probe issues by seeking further clarification from the respondents. A descriptive survey design aims at detecting, describing, and recording a scenario as it happens naturally (Amedahe & Asamoah-Gyimah, 2002). Since the current study focused on using self-report items on a large scale to gather data and describe the phenomenon without manipulating the views of respondents, the descriptive survey design was deemed suitable for the study.

The study was based on the positivist paradigm. The positivist paradigm is based on the idea that one can best gain an understanding of human behaviour through observation and reason. The positivist approach is based on a real and objective interpretation of available data. The positivist paradigm tries to interpret observations in terms of facts or measurable entities (Fadhel, 2002)

Study area

The study was conducted in the Wassa East district. Wassa East is one of the fourteen districts in the Western region of Ghana. It was originally part of the then-larger Mpohor Wassa East district but was splitted in June 2012. The Wassa East district shares boundaries with Shama, Mpohor and Prestea Huni Valley districts in the Western region and Komenda-Edina-Aguafo-Abirem, Twifo Himang Lower Denkyira and Twifo Atti Morkwa districts in

the Central region. The district has a total land area of about 2,073 km². The total population based on the 2021 population and housing census was 99,641 with 48.6% and 51.4% being males and females respectively. Wassa East district has Daboase as its capital town.

Population

The population for this research was JHS three students in the Wassa East District who were registered for the Basic Education Certificate Examination (BECE). According to the Wassa East District Directorate of Education (2021), there were 2,132 students in the district, which comprises 1,178 males and 954 females. In all, there are 78 public and private JHSs in the nine circuits of the district. Table 2 presents the distribution of the JHSs in the district by circuits.

Table 2: Distribution of the Population of Junior High Schools by Circuits

Name of Circuit	Number of schools in circuit	Number of students		
		Male	Female	Total
Daboase	11	180	176	356
Sekyere Krobo	13	241	175	416
Atobiase	6	102	91	193
Senchem	8	96	76	172
Subri	12	137	111	248
Ekutuase	5	99	80	178
Ateiku	13	135	119	257
Domama	5	106	68	174
Essamang	5	82	61	143
Total	78	1,178	954	2,132

Source: GES, Wassa East District Directorate of Education (2021)

Sampling Procedure

Three hundred and fifty (350) respondents made up the sample for the study. According to Krejcie & Morgan (1970), the minimum sample size for a population of 2,132 people is three hundred and twenty seven (327). Nevertheless, to account for any possible fall out in terms of the response rate and errors, the sample size for this study was increased to three hundred and fifty (350) (Polit & Beck, 2004). The respondents for the study were chosen using the multi-stage sampling technique. First, the circuits were thought of as clusters, and thirty schools were selected from the circuits proportionately using the simple random sampling methodology. This was appropriate since there was an equal likelihood that each school in the cluster would be represented in the study (Cohen, Manion, & Morrison, 2017). Also, all the schools in each selected cluster were equally chanced for the study in their right proportion (Cohen et al., 2017). In the view of the principal investigator, the thirty schools were representative enough for the study; thus, it was possible to make inferences for the entire population (Ogah, 2013). Table 3 presents the distribution of schools selected from the circuits for the study.

Table 3: Distribution of schools for the study

Name of Circuit	Number of schools in circuit	Number of schools selected
Daboase	11	4
Sekyere Krobo	13	5
Atobiase	6	2
Senchem	8	3
Subri	12	5
Ekutuase	5	2
Ateiku	13	5
Domama	5	2
Essamang	5	2
Total	78	30

Source: Field survey, 2021

Afterwards, all the students in the selected schools were engaged. This was to make sure that no student had been left out so that generalisation of the findings to the entire population was possible (Ogah, 2013). Table 4 shows the respondents' background information.

Data Collection Instrument

The questionnaire helped in gathering data for the investigation. Using the questionnaire, the researcher could obtain data from a group of students within the shortest possible period on a large scale. According to Kerlinger (1973), the questionnaire is extensively employed in educational research since it is particularly good in obtaining useful details on practises and circumstances for enquiring into respondents' beliefs and attitudes.

The questionnaire was developed into three segments (i.e., Sections A, B and C). Section "A" of the questionnaire solicited participants background data information. Section "B" collected information on classroom interaction of students, while Section "C" solicited information on students' interpersonal relationships with their teachers. Data on respondents' academic achievement was taken from the District Directorate of Education. Respondents' average scores obtained in all the nine subjects in the District Mock Examination (English language, Mathematics, Integrated Science, Social Studies, ICT, Ghanaian Language and culture, French, Religious and Moral Education and Basic Design and Technology) were used for the study.

Relationship Scale Questionnaire (RSQ)

The RSQ developed by Andersen, Pedersen, Carlsen, Olesen and Vedsted (2017) was adapted for this study. The RSQ originally had 30 items measured on a five-point Likert scale, ranging from 1 = "not at all like me" to

5 = “very like me.” Thirteen items were used in this study to measure students’ interpersonal relationships. Anderson et al. stated a Cronbach alpha of .72 for the instrument, indicating that the instrument was highly reliable. The RQS was unidimensional and was featured in Section B of the questionnaire.

Questionnaire of Teacher Interaction (QTI)

The Model of Interpersonal Teacher Behaviour (MITB) served as the foundation for the QTI, which was developed in the Netherlands between 1978 and 1984 (Wubbels, 1985). It initially comprised 77 questions in the Dutch language, ranging from “almost never” to “almost always” on a Likert-type 5-point scale. The QTI items represent the eight behavioural sectors that make up the MITB. It is rated using either two different summarising dimensions or eight separate sectors. A shortened version of the QTI, created by Den Brok et al. (2009) and composed of 48 items, was used in this investigation. The Cronbach alpha of the eight sectors varied from .71 to .95, according to Den Brok et al., making it dependable enough to collect respondents’ opinions. The QTI was covered in the questionnaire’s Section C.

Validity and Reliability of Instrument

The research instrument was subjected to validity and reliability testing. The researchers’ supervisors were given the instrument to confirm that it was legitimate regarding face and content validity. The supervisor’s recommendations were utilised to make adjustments to enhance the instrument. Following that, a pilot study of the instrument was done with 150 students from three junior high schools (JHSs) in an area within the region that was not chosen for the real research but had comparable characteristics to the

actual respondents. Cronbach Alpha was utilised to assess the instrument's reliability. Table 4 shows the internal consistency results conducted on the items.

Table 4: Reliability Coefficients of the Instruments

Scale/Subscale	No. of items	Cronbach's Alpha	
		Pilot	Final
Interpersonal relationship	13	.78	.75
Classroom interaction			
Leadership	6	.71	.82
Understanding	6	.76	.89
Uncertain	6	.81	.73
Admonishing	6	.79	.87
Helpful/friendly	6	.80	.78
Student freedom	6	.73	.72
Dissatisfied	6	.86	.71
Strict	6	.77	.75
Overall reliability	48	.78	.78

This study's final results, as shown in Table 4, show that the scales and data utilised in the pilot study were reliable. A reliability coefficient of 0.7 is accepted as good (Nunnally, 1978; Gliem & Gliem, 2003). While the interpersonal relationship scale had final reliability of .75, the overall reliability of the classroom interaction scale was .78, suggesting that both instruments were reliable.

Data Collection Procedures

The investigator, after seeking clearance from the Institutional Review Board of the University of Cape Coast (IRB UCC) (see Appendix B), also obtained a letter from the Department of Education and Psychology to introduce the researcher to the District Education Directorate in order to grant him formal access to the various schools for data to be collected (see

Appendix C). Upon reaching the schools, authorisations were obtained from heads of the various institutions before data were collected. Dates and other arrangements regarding when data were to be collected were also established. The researcher and three trained research assistants distributed the questionnaires to respondents and took them right after they have been duly answered. Each respondent took approximately 45 minutes in answering the questionnaire. Respondents were reminded of the fact that their responses would be treated with the greatest feat of confidentiality; therefore, their names should not be provided. Respondents were also told that they could opt out of the investigation anytime they demanded, so their participation was compulsory. However, respondents were instructed to provide only their index numbers to trace their average scores obtained for the District Mock for the purpose of data analysis. The study's return rate was 100% since all the distributed questionnaires were duly responded to and retrieved.

Ethical Consideration

In conducting this investigation, ethical issues regarding the research were strictly followed. Respondents' responses were treated with the utmost degree of confidentiality and anonymity. Before the data were collected, respondents' consent was sought. Firstly, the study's intent was comprehensively outlined to the students. This was followed by seeking their formal consent by filling and signing the consent form. Again, respondents were unambiguously informed that participation in the investigation was solely at their will and that they could choose to stop at any point they felt intimidated. The data that were solicited from respondents were stored privately, and identifiable indicators (e.g., names, schools) were not to be

written in any portion of the research report; however, they were asked to provide their index numbers which were used as pseudonyms to aid in retrieving their respective average scores from the District Education Directorate. The obtained data were analysed as a whole and could not link replies to specific respondents. The information was well-managed and kept private to prevent others from accessing it.

Data Processing and Analysis

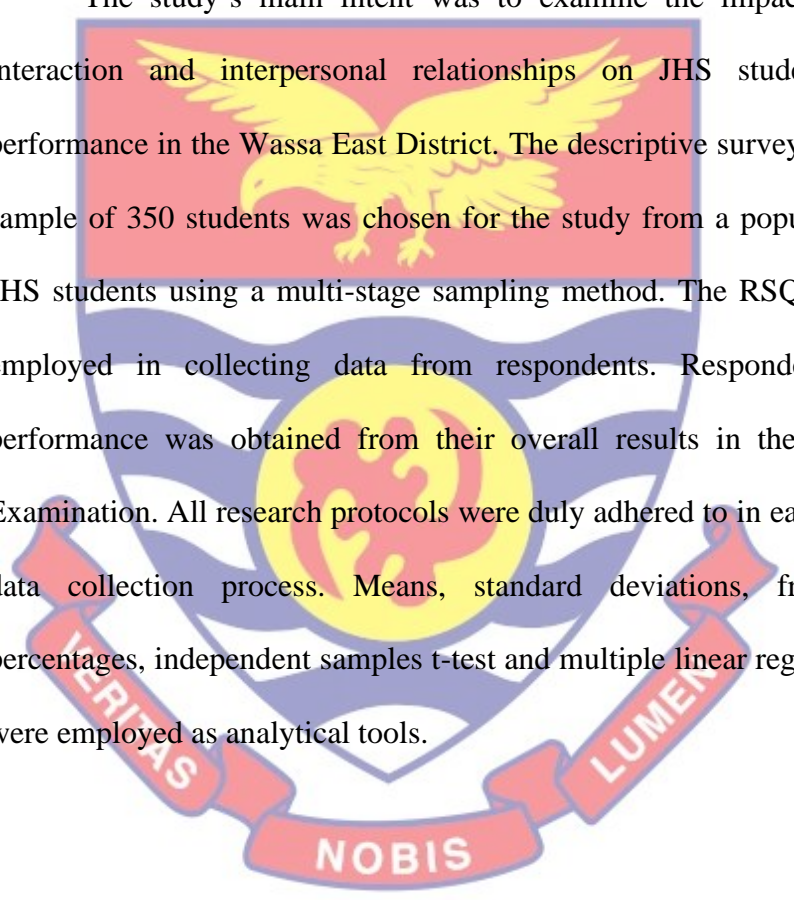
As a result, an improved version of the SPSS programme was used to input and manage the obtained data. Descriptive statistics were used. Before beginning the analysis, the data were checked for mistakes and missing values. The first and second research questions were analysed with the help of means and standard deviations. This is due to the fact that the researcher was looking for a way to describe the replies of the participants. This is justifiable because, in the submission of Cohen, Manion & Morrison (2017), when describing responses of respondents and the responses are on a continuous scale, means and standard deviations is the appropriate tool to employ.

The independent samples t-test was used to examine the first and second hypotheses. The researcher conducted this study to examine if there are differences in classroom interaction and interpersonal relationships (as measured on a continuous scale) based on gender. This is a good example because the independent samples t-test is an effective method for assessing differences in a continuous dependent variable between two levels of an independent variable as indicated by Cohen, Manion & Morrison (2017). Multiple linear regression analysis was also employed to evaluate hypotheses 3 and 4. This is because the study's goal was to see if students' academic

performance was affected by the quality of their interpersonal relationships and classroom interactions, both of which were assessed using a continuous scale. When this occurs, the linear multiple regression analysis is the most appropriate statistical tool (Pallant, 2013). All inferential statistical analyses were conducted at the 95% confidence level.

Chapter Summary

The study's main intent was to examine the impact of classroom interaction and interpersonal relationships on JHS students' academic performance in the Wasswa East District. The descriptive survey was chosen. A sample of 350 students was chosen for the study from a population of 2,132 JHS students using a multi-stage sampling method. The RSQ and QTI were employed in collecting data from respondents. Respondents' academic performance was obtained from their overall results in the District Mock Examination. All research protocols were duly adhered to in each aspect of the data collection process. Means, standard deviations, frequencies and percentages, independent samples t-test and multiple linear regression analysis were employed as analytical tools.



CHAPTER FOUR

RESULTS AND DISCUSSION

The study's main intent was focused on examining the influence of classroom interaction and interpersonal relationships on JHS students' academic performance in the Wassa East District. The descriptive research method was employed in the study. A total of three hundred and fifty students were sampled from a population of 2,132 for the study. Questionnaire (Relationship Scale Questionnaire and Questionnaire of Teacher Interaction) was used to gather data for the study. The average scores of students in the district mock examination were used as academic performance measure for the study. Means, standard deviation, independent samples t-test and multiple linear regression were used to analyse the data.

The findings of the analyses and their interpretations are outlined here. The chapter was divided into two segments. The first contains the study's findings, while the second section contains the discussions.

Demographic Characteristics of Respondents

This part presents the demographic characteristics of the respondents. The demographic characteristics include sex and age. Details of the results are presented in Table 5.

Table 5: Demographic Characteristics of Respondents (N = 350)

	Frequency	Percentage (%)
Sex		
Male	174	49.7
Female	176	50.3
Age		
13 – 15 years	76	21.7
16 – 18 years	253	72.3
19 – 21 years	21	6.0

Source: Field survey (2021)

Table 5 indicates that females dominated (n = 176, 50.3%) the study with their male counterparts being in the minority (n = 174, 49.7%). Table 5 also shows that a greater proportion (n = 253, 72.3%) of the students were within the 16 – 18 age category, with only a few (n = 21, 6%) falling in the 19 – 21 years age category.

Research Question 1

What is the nature of the interpersonal relationship of JHS students in the Wassa East District?

Research question one examined the nature of the interpersonal relationship of JHS students in Wassa East District. Thirteen statements were posed to elicit the students' responses. The responses were rated on a five-point "Likert scale" with 1 = "not at all like me"; 2 = "rarely like me"; 3 = "somewhat like me"; 4 = "often like me"; and 5 = "very like me" as the response options. Means and standard deviations helped in analysing data. The respondents agreed with the statement if the average score is 3.0 or above. Contrarily, a mean value of less than 3.0 indicates the participants disagreement with the statement. The replies of respondents are presented in Table 6.

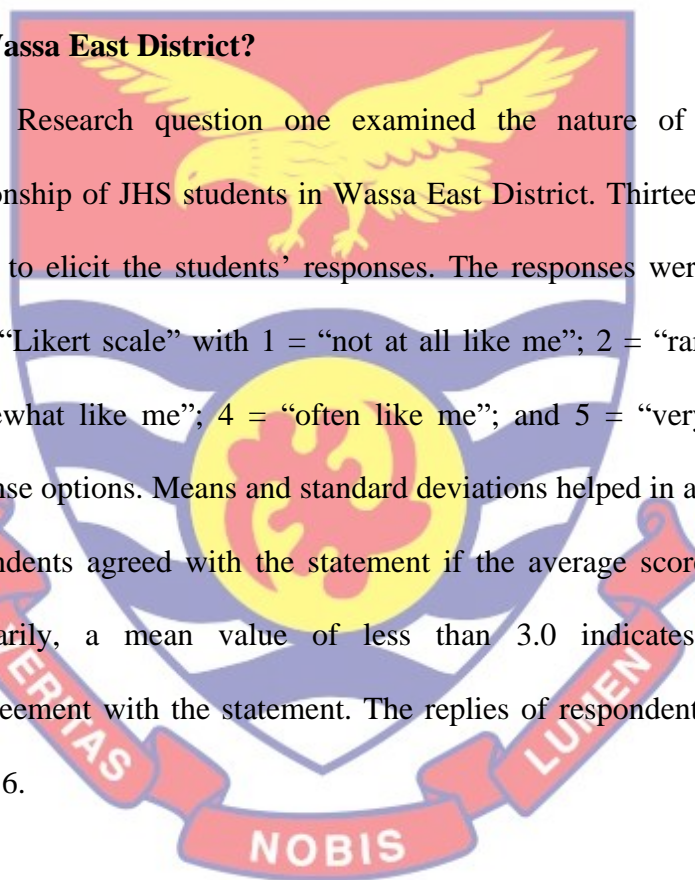


Table 6: Results of Responses on Students' Interpersonal Relationship

Statements	<i>M</i>	<i>SD</i>
1. I find it difficult to depend on others.	2.99	1.62
2. I worry that I will be hurt if I allow myself to become too close to others.	2.83	1.63
3. I am comfortable without close emotional relationships.	3.42	1.71
4. I am not sure that I can always depend on others to be there when I need them.	3.05	1.57
5. I worry about being alone.	3.09	1.66
6. I often worry that romantic partners don't really love me and won't want to stay with me.	2.12	1.64
7. I find it difficult to trust others completely.	3.85	1.52
8. I worry about others getting too close to me.	2.71	1.58
9. I worry that others don't value me as much as I value them.	3.42	1.63
10. People are never there when you need them.	3.12	1.68
11. My desire to merge completely sometimes scares people away.	2.46	1.66
12. I am nervous when anyone gets too close to me.	2.77	1.68
13. I worry about being abandoned.	2.84	1.78
Mean of means	2.98	1.64

As shown in Table 6, respondents generally disagreed to majority ($M = 2.98$; $SD = 1.64$) of the statements. For instance, the respondents disagreed to the statements “I worry about being abandoned” ($M = 2.84$; $SD = 1.78$), “My desire to merge completely sometimes scares people away” ($M = 2.46$; $SD = 1.66$) and “. I worry about others getting too close to me” ($M = 2.71$; $SD = 1.58$). Although respondents disagreed with a greater proportion of the statements of the questionnaire, they also agreed with some of the statements. For instance, the respondents agreed with the statements “People are never

there when you need them” ($M = 3.12$; $SD = 1.68$), “I find it difficult to trust others completely” ($M = 3.85$; $SD = 1.52$) and “I worry that others do not value me as much as I value them” ($M = 3.42$; $SD = 1.63$).

However, for easy interpretation, the results were further categorised as 14 – 35 = “successful at building and maintaining the happy relationship”; 36 – 55 = “need to adjust to having a sustained relationship”, and 56 and above = “negative and dysfunctional relationship” (Anderson, Pedersen, Carlsen, Olesen, & Vedsted, 2017). As a result, frequencies and percentages helped in analysing the data. Table 7 shows the outcome of the nature of the interpersonal relationship of the JHS students.

Table 7: Results of the Nature of Interpersonal Relationship of Students

Interpretation	Range	Frequency	Percentage (%)
Successful at building and maintaining relationships.	14 - 35	121	34.6
Need to make adjustment before having a sustained relationship.	36 - 55	220	62.9
Negative and dysfunctional relationship.	56 and above	9	2.6
Total		350	100.0

Source: Field survey (2021)

Table 7 indicates that majority ($n = 220$, 62.9%) of the JHS students in the Wassai East District were within the 36 – 55 range, with only a few ($n = 9$, 2.6%) falling in the range of 56 and above. This result implies that most students need to make adjustments before they can sustain relationships with others. In other words, before forming a happy and productive relationship,

they need to address certain behaviours that act as roadblocks in their relationships.

Research Question 2

What is the nature of classroom interaction of JHS students in the Wassai East District?

Research Question two aimed at examining the nature of classroom interaction JHS students in the Wassai East District have with their teachers. In all, 48 statements were posed to elicit the students' responses. The 48 items consisted of eight dimensions which are: "Leadership," "Understanding," "Uncertain," "Admonishing," "Helpful/friendly," "Student freedom," "Dissatisfied," and "Strict." Each of the dimensions had six items. The responses were rated on a five-point "Likert scale" with 1 = "almost never", 2 = "seldom", 3 = "sometimes", 4 = "often" and 5 = "almost always" as the response options. "Means" and "standard deviations" helped in analysing obtained data. A mean value of 3.0 or higher indicates agreement with the statement, while a mean value of less than 3.0 shows dissatisfaction with the statement. Table 8 outlines the results of the nature of classroom interaction of JHS students in the Wassai East District.

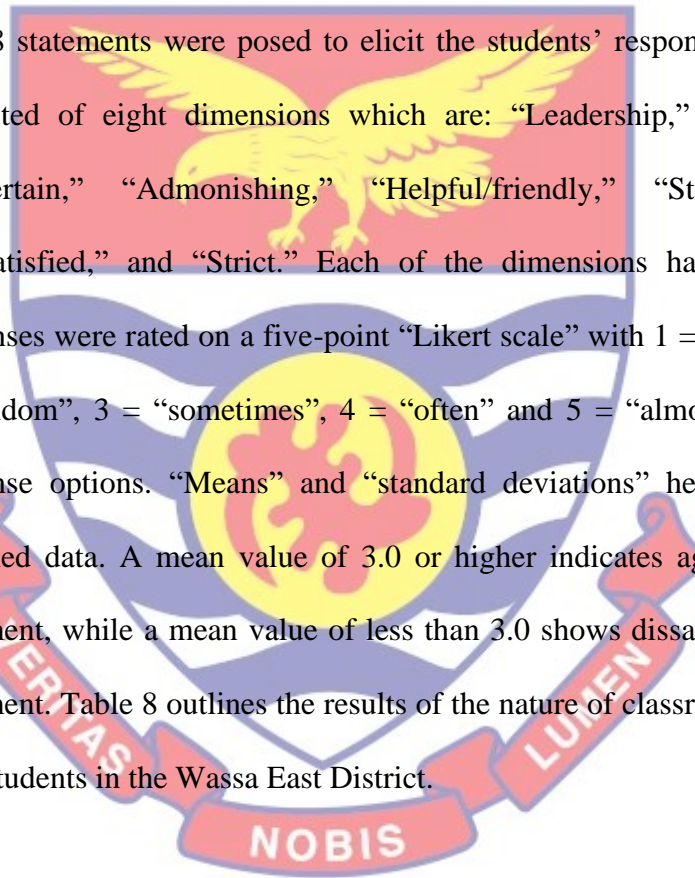


Table 8: Means and Standard deviations of Nature of Classroom Interaction of Students

Statements	<i>M</i>	<i>SD</i>
<i>Leadership</i>		
1. My teacher talks enthusiastically about his/her subject.	3.56	1.59
2. My teacher explains things clearly.	4.39	1.10
3. My teacher holds our attention.	4.17	1.20
4. My teacher knows everything that goes on in the classroom.	3.58	1.48
5. My teacher is a good leader.	4.36	1.12
6. My teacher acts confidently.	4.27	1.07
<i>Mean of means</i>	4.06	1.26
<i>Understanding</i>		
7. My teacher trusts us.	3.52	1.31
8. If we don't agree with my teacher, we can talk about it.	3.63	1.45
9. My teacher is willing to explain things again.	4.43	1.05
10. If we have something to say, my teacher will listen.	4.55	.87
11. My teacher realises when we don't understand.	4.14	1.19
12. My teacher is patient.	4.08	1.28
<i>Mean of means</i>	4.06	1.19
<i>Uncertain</i>		
13. My teacher seems uncertain.	2.09	1.38
14. My teacher is hesitant.	2.26	1.37
15. My teacher acts as if he/she does not know what to do.	1.76	1.33
16. My teacher lets us take charge.	3.39	1.56
17. My teacher is not sure what to do when we fool around.	2.60	1.54
18. It is easy to make my teacher appear unsure.	2.30	1.40
<i>Mean of means</i>	2.4	1.43
<i>Admonishing</i>		
19. My teacher gets angry unexpectedly.	2.35	1.47
20. My teacher gets angry quickly.	2.20	1.46
21. My teacher is too quick to correct us when we break a rule.	3.15	1.64
22. My teacher is impatient.	1.83	1.38
23. It is easy to pick a fight with my teacher.	1.63	1.22
24. My teacher makes mocking remarks.	3.16	1.60

Mean of means	2.39	1.46
Helpful/friendly		
25. My teacher helps us with our work.	4.10	1.35
26. My teacher is friendly.	4.42	1.14
27. My teacher is someone we can depend on.	3.78	1.36
28. My teacher has a sense of humour.	4.05	1.20
29. My teacher can take a joke.	3.79	1.33
30. My teacher's class is pleasant.	4.46	.94
Mean of means	4.1	1.22
Student freedom		
31. We can decide some things in my teacher's class.	3.48	1.59
32. We can influence my teacher.	2.99	1.49
33. My teacher lets us decide when we will do the work in class.	2.35	1.57
34. My teacher lets us get away with a lot in class.	3.03	1.49
35. My teacher gives us a lot of free time in class.	3.05	1.44
36. My teacher is lenient.	3.49	1.45
Mean of means	3.07	1.51
Dissatisfied		
37. My teacher thinks that we cheat.	3.05	1.58
38. My teacher thinks that we don't know anything.	2.55	1.60
39. My teacher puts us down.	1.95	1.44
40. My teacher thinks that we can't do things well.	2.34	1.41
41. My teacher seems dissatisfied.	1.93	1.30
42. My teacher is suspicious.	2.73	1.56
Mean of means	2.43	1.48
Strict		
43. My teacher is strict.	3.34	1.52
44. We have to be silent in my teacher's class.	3.42	1.36
45. My teacher's tests are hard.	2.99	1.28
46. My teacher's standards are very high.	3.19	1.54
47. My teacher is severe when marking papers.	3.33	1.50
48. We are afraid of my teacher.	2.15	1.48
Mean of means	3.07	1.45

Source: Field survey (2021)

Table 8 shows that the nature of classroom interaction between JHS students and their teachers in the Wasswa East District was predominantly helpful/friendly ($M = 4.1$, $SD = 1.22$), followed by leadership ($M = 4.06$, $SD = 1.26$) and understanding ($M = 4.06$, $SD = 1.19$). This finding implies that

teachers in the Wassa East District are friendly and helpful toward their students. This was evident in the students’ responses, where they generally indicated that their teachers help them in their work “($M = 4.10, SD = 1.35$)”. The students also reported that their teachers are friendly ($M = 4.42, SD = 1.14$) and their classes are pleasant ($M = 4.46, SD = .94$). However, admonishing ($M = 2.39, SD = 1.46$) was the least reported nature of classroom interaction between the students and their teachers.

Hypothesis 1

H₀: There is no “statistically significant difference” in the interpersonal relationship between male and female JHS students in the Wassa East District.

Hypothesis one was tested to determine whether any substantial difference existed in the interpersonal relationship between male and female JHS students in Wassa East District. The dependent variable, interpersonal relationship, was measured on a continuous scale, whereas the independent variable was gender (i.e., male and female). As a result, this hypothesis was tested with “independent samples t-test”. Table 9 shows the results of the analysis of the gender difference in the interpersonal relationship among the JHS students in Wassa East District.

Table 9: An Independent Samples t-test of the Interpersonal Relationship between Male and Female Students

Sex	N	M	SD	df	t	Sig
Male	174	38.42	8.05	348	-.552	.581
Female	176	38.89	7.96			

Source: Field survey (2021); N = 350

Table 9 indicates that there was no substantial relationship in interpersonal relationship between male ($M = 38.42$; $SD = 8.05$) and female ($M = 38.89$; $SD = 7.96$; $t(348) = -.552$, $p = .581$) JHS students. This suggests that male and female JHS students in the Wassa East District had similar levels of interpersonal relationships. Hence, the null hypothesis, which stated that “There is no statistically significant difference in the interpersonal relationship between male and female JHS students in the Wassa East District,” was not rejected.

Hypothesis 2

Ho: There is no “statistically significant difference” in classroom interaction among JHS students in the Wassa East District on the basis of gender.

The second hypothesis tested whether any substantial difference existed in classroom interaction among male and female JHS students in Wassa East District. The dependent variable, classroom interaction, was measured on a continuous scale, whereas the independent variable was gender (i.e., male and female). Hence, this hypothesis was tested with an independent samples t-test. Details of the results of the gender difference in classroom interaction of the JHS students with their teachers are outlined in Table 10.

Table 10: An Independent sample t-test of the Classroom Interaction between Male and Female Students

Sex	N	M	SD	df	t	Sig
Male	174	152.6	8.05	348	-.898	.370
Female	176	154.2	7.96			

Source: Field survey (2021); N = 350

Table 10 shows that there was no marked difference in classroom interaction of male ($M = 152.6$; $SD = 8.05$) and female ($M = 154.2$; $SD = 7.96$; $t(348) = -.898, p = .370$) JHS students with their teachers in the Wassa East District. This implies that male and female JHS students had similar classroom interactions with their teachers. Consequently, the null hypothesis stating that “There is no significant difference in classroom interaction among JHS students in the Wassa East District on the basis of sex” was not rejected.

Hypothesis 3

H₀: Classroom interaction is not a significant predictor of JHS students’ academic performance.

Hypothesis three examined whether classroom interaction predicted JHS students’ academic performance. The eight dimensions of classroom interaction (i.e., leadership, understanding, admonishing, uncertain, helpful/friendly, dissatisfied, and student freedom and strict) served as the independent (predictor) variable whereas academic performance served as the outcome variable. Both variables were measured on a continuous scale. A multiple linear regression analysis helped in ascertaining the predictive impact of classroom interaction on the students’ academic performance. Table 11 shows the model summary for classroom interaction and academic performance.

Table 11: Model Summary for Classroom Interaction and Academic Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.265	.070	.048	13.7687

Source: Field survey (2021); $F(8, 341) = 3.22, p < .05$

Table 11 indicates that the model containing classroom interaction and academic performance was statistically significant, $F(8, 341) = 3.22, p < .05$, $R^2 = .070$. This implies that 7% of the variations in academic performance is attributable to classroom interaction. Table 12 outlines classroom interaction's regression coefficients.

Table 12: Relative Contributions of Classroom Interaction on Students' Academic Performance

Model	Unstandardized Coefficients		Standardized Coefficients	<i>t</i>	Sig.
	B	Std. Error	Beta		
(Constant)	56.292	8.072		6.974	.000
Leadership	-.027	.208	-.008	-.132	.895
Understanding	.036	.243	.010	.147	.883
Uncertain	-.425	.183	-.139*	-2.322	.021
Admonishing	.065	.161	.025	.403	.687
Helpful/friendly	-.140	.210	-.040	-.667	.505
Student Freedom	.395	.156	.148*	2.531	.012
Dissatisfied	-.185	.152	-.076	-1.214	.226
Strict	-.439	.163	-.154*	-2.697	.007

Source: Field survey (2021); *Significant, $p < .05$

Table 12 shows that uncertainty, student freedom and strictness were predictors of students' academic performance. Uncertainty was a significant negative predictor of students' academic performance, $B = -.43, p < .05$. A standard deviation unit increase in teachers' degree to exhibit their uncertainty would lead to a -.14 decrease in students' academic performance. Generally, students' academic performance suffers when teachers display a high degree of uncertainty in their interactions.

Table 12 also shows that strictness was a negative predictor of students' academic performance, $B = -.44, p < .05$. That is to say, a standard

deviation unit increase in a teacher's degree of strictness would lead to a -.15 decrease in students' academic performance. The general inference of this finding is that teachers are more strict towards their students are less likely to perform well academically and vice versa.

Table 12 also shows that student freedom was a significant positive predictor of students' academic performance, $B = .40, p < .05$. A standard deviation unit equip in students' freedom would lead to a .15 increase in the students' academic performance. To summarise, this study shows that children who are allowed to take greater ownership of their learning are more likely to succeed in school. Students are less likely to do well in school if they have less opportunity to take responsibility for their activities. In this light, the null hypothesis stating that "Classroom interaction is not a significant predictor of JHS students' academic performance" was rejected.

Hypothesis 4

Ho: Interpersonal relationship is not a significant predictor of students' academic performance.

The fourth hypothesis examined whether the interpersonal relationship was a substantial predictor of students' academic performance. Interpersonal relationships served as the predictor variable, whereas students' academic performance was used as the outcome variable. Both variables were measured on a continuous scale. A simple linear regression analysis was done to ascertain the influence of students' interpersonal relationships on their academic performance. Table 13 shows the model summary for interpersonal relationships and academic performance.

Table 13: Model Summary for Interpersonal Relationship and Academic Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.104 ^a	.011	.008	14.0592

Source: Field survey (2021); $F(1, 348) = 3.77, p > .05$

Table 13 shows that the model containing interpersonal relationship and students' academic performance was not statistically significant, $F(1, 348) = 3.77, p > .05, R^2 = .011$. This implies that as little as 1.1% of students' academic performance variation is attributable to interpersonal relationships.

Table 14 shows the regression coefficients of interpersonal relationships.

Table 3: A Simple Linear Regression of Interpersonal Relationship on Students' Academic Performance

Model	Unstandardized Coefficients		Standardized Coefficients	<i>t</i>	Sig.
	B	Std. Error	Beta		
(Constant)	37.274	3.714		10.035	.000
Interpersonal Relationship	.183	.094	.104	1.942	.053

Source: Field survey (2021); *Significant, $p < .05$

As shown in Table 14, the interpersonal relationship did not significantly predict students' academic performance, $B = .18, p > .05$. This finding implies that the degree of students' interpersonal relationships did not play any substantial role in their academic performance.

Discussion of Findings

The findings and interpretations were described in the first portion of this chapter. This section discusses the findings in line with other studies and the inferences made from the current investigation.

Interpersonal Relationship of JHS Students

The study found that the nature of the interpersonal relationship was that most of the students needed to make adjustments before they could have a sustained relationship with others. In other words, before forming a happy and productive relationship, they need to address certain behaviours that act as roadblocks in their relationships. Essentially, they generally disagreed with the majority of the statements. For instance, the respondents disagreed with the statements “I worry about being abandoned,” “My desire to merge completely sometimes scares people away,” and “I worry about others getting too close to me.” Although respondents disagreed with a greater proportion of the statements in the questionnaire, they also agreed with some of them. For instance, the respondents agreed with the statements “People are never there when you need them,” “I find it difficult to trust others completely,” and “I worry that others do not value me as much as I value them.”

This finding contradicts some of the studies that have been already documented (Wang & Castro, 2010; Survati, 2015). For instance, Wang and Castro found that students had good interpersonal relationships, which positively improved their learning of a foreign language. In a similar vein, Survati (2015) discovered excellent interpersonal interactions between teachers and their students as well as the predominant use of showcase questions, teacher echo, and longer instructor turns.

A possible reason for this study’s finding could be that some students have problems regulating their emotions, which affect how they develop interpersonal or friendly relationships with their peers and teachers, as also indicated in Reinke et al.’s (2016) study. For instance, if a student becomes

overly angry with just a little provocation, they may have a problem with their peers whenever they have any communication. Another possible reason for this finding could be attributed to the students' perception that they choose to relate with whomever they want to, even after being counselled, as highlighted by scholars (Nisa, 2014; Rashidi & Rafieerad, 2010). This finding was not expected since JHS students in the Wassa East District are always advised by their teachers, head teachers and parents at regular periods to ensure the existence of desirable interpersonal relationship among themselves and with their classroom instructors. In the school settings, counselling sessions are held for the students and issues pertaining to how they can improve their interpersonal relationships with colleagues and teachers are addressed with the view to helping students to improve academically, yet this seems to yield little results.

Classroom Interaction of JHS Students

The study found that the nature of classroom interaction between JHS students and their teachers in the Wassa East District was predominantly helpful/friendly, followed by leadership and understanding. This finding implies that teachers in the Wassa East District are friendly/ helpful toward their students. This was evident in the students' responses, where they generally indicated that their teachers helped them in their work. The students also reported that their teachers are friendly and their classes are pleasant.

This finding aligns with a few other studies in other jurisdictions. For instance, Van Oord & Brok's (2014) work noted that the learners felt the teachers should be less dominant (i.e., by being less strict) than the classroom behaviours the teachers exhibited. A different study (Barbosa de Santana et al.,

2015) also showed that teachers' humanised training or friendliness towards students seeking professional training as nurses will help them provide improved services to people who patronize the services of the health sector. Another study by Saidi & Vu (2021) attests to the current finding. Saidi and Vu indicated that being caring, respectful, inspirational and giving positive feedback are among the important attributes cherished by students. Students have also reacted positively to teachers being friendly/helpful, understanding and showing leadership behaviours in the classroom (Sivan & Chan, 2021), which is analogous to the current investigation's outcome.

A possible explanation that could be given to the finding of this study may be because of the training given to teachers during their professional training. Classroom instructors are taught to exhibit friendliness towards learners and help them to overcome their greatest challenges as they go through the educational system. It could also be that since teachers see their students as their children and younger siblings, they find it necessary to have a friendly and helpful classroom interaction with them rather than being hostile and unfriendly towards them. It could also be that teachers believe that being unfriendly with their students in the classroom may create tension, affecting students' behaviours and performance (Sivan & Chan, 2021).

Gender Difference in Interpersonal Relationship among JHS Students

This investigation also revealed no substantial difference in interpersonal relationships between male and female JHS students. This finding shows that male and female JHS students in Wassa East District had similar levels of interpersonal relationships. This unexpected finding deviates

from some available literature (Aziz et al., 2018; Drudy & Chatháin, 2002; Jones & Wheatley, 2016; Kim & Sax, 2009; Rashidi & Naderi, 2012).

For instance, Drudy and Chatháin (2002) found that male and female students did not have similar interpersonal relationships. Boys had better interpersonal relationships with their colleague students than female students in Drudy and Chatháin's study. Aziz et al. (2018) also found that male students had better interpersonal relationships with their classmates than female students. In another research, Rashidi and Naderi (2012) also observed that male students developed better and more sustained interpersonal relationships than female students. Whereas the male students introduced most conversations with their instructors and colleagues, the female students waited until they were approached before they could respond or chat with others.

A possible reason for the difference in findings between this study and literature could be linked to the difference in socio-cultural beliefs. It could be that students in this study did not respond to the items frankly or had few challenges in understanding the items they responded to. It could also be that using a relatively smaller sample size altered the findings. For instance, while this study used a sample of 350, Aziz et al. (2018) and Jones and Wheatley (2016) used a sample of 500 and 1332, respectively. This might have accounted for the significant variations in the findings.

Gender Difference in Classroom Interaction among JHS Students

The investigation revealed no marked difference in classroom interaction between male and female JHS students with their teachers in the Wassa East District. This implies that male and female JHS students had similar classroom interactions with their teachers.

The study's finding contradicts the observation of some studies in the literature (Ariyani & Hadiani, 2019; Kim & Kim, 2021). For instance, Van Oord and Brok's (2004) study revealed a substantial variation in classroom interaction between male and female students. The male students preferred that their teachers exhibit behaviours of dissatisfaction, admonishing and more strictness, while their female peers had a contrary perception. Lai & Gwung (2013) also found that the male interaction students had with their teachers in the classroom was relatively unfriendly compared to how friendly they interacted with their fellow study room. Similarly, in Negovan et al.'s (2010) study, female students perceived that the instructors exhibited more "leadership" and "friendly" attitudes; however, the male students were of the view that the instructors were "uncertain," "dissatisfied," and exhibited more of "admonishing" and student responsibility behaviours.

A possible reason for the variations in the current finding and what is known in literature could be attributed to the variations in socio-cultural beliefs. For instance, it could be that students in this study did not understand some of the items adequately, influencing the findings. Another reason could be that the students in this study did not answer the items as frankly as they could, which might have yielded this finding. It could also be that the students in this study were unwilling to present a true reflection of the situation in the classroom between themselves and their teachers.

Influence of Classroom Interaction on Students' Academic Performance

This work found that uncertainty, student freedom and strictness were predictors of students' academic performance. Uncertainty was a significant negative predictor of students' academic performance. Thus, a standard

deviation unit proliferation in teachers' degrees to exhibit their uncertainty would lead to a $-.14$ decrease in students' academic performance. The general implication is that the more instructors exhibit uncertainty toward their students, the less the students are likely to perform well academically.

It was also found that strictness negatively predicted students' academic performance. That is to say, a standard deviation unit increase in teachers' degree of strictness would lead to a $.15$ decrease in students' academic performance. The basic conclusion from this research is that students are less likely to achieve well in school when teachers are more strict with them, and vice versa.

Student freedom was also a significant positive predictor of students' academic performance. Thus, a standard deviation unit rise in students' freedom would lead to a $.15$ increase in the students' academic performance. Generally, this implies that when students are given more chances to take charge of their actions, they are more likely to perform academically. And if they are presented with slim chances to take charge of their actions, there is less likely to perform well academically.

Generally, since three of the variables (i.e., uncertain, student freedom and strict) significantly predicted students' academic performance, it can be deduced that students' classroom interaction predicted students' academic performance. This was an expected finding, and some available studies had similar findings. For instance, Pan et al. (2020) observed that classroom interaction significantly influenced Chinese university students' academic outcomes. Similarly, Fan's (2012) study showed that classroom interaction substantially impacted students' academic performance in social studies.

Another study by Yu & Singh (2018) revealed a significant influence of interaction in the classroom on students' performance in Mathematics.

One reason for these findings could be that students who have a pleasant and warm connection with their instructors are more likely to follow the rules and requirements in the classroom (Furrer & Skinner, 2003; Hughes, 2011), which constitutes classroom interaction. Again, suppose instructors give adequate support to their students both instructional and emotionally. In that case, the learners are more likely to acquire better learning skills, attain more behavioural achievement and think more positively about their academic abilities, which results in better academic performance in the long run (Roorda et al., 2011).

Influence of Interpersonal Relationships on Students' Academic Performance

The study found that interpersonal relationships did not significantly predict students' academic performance. This finding implies that the degree of students' interpersonal relationships did not play any substantial role in their academic performance. This finding disagrees with some identified studies in the literature. For example, Bolarinwa and Okolocha (2018) observed that students' interpersonal relationships and attitudes had a substantial predictive relationship with their academic performance in financial accounting. Bolarinwa and Okolocha suggested that teachers of financial accounting ought to make the course interesting for students and build cordial relationships with them. With a similar intention, Okoye and Onwuachu (2018) also found that students' interpersonal relationship markedly influenced their academic performance in biology.

A different study conducted by Lerang et al. (2019) showed that interpersonal relationships substantially related to goal orientation also had an association with their academic achievement. A similar observation was made by Adeyemo (2012). Adeyemo found that effective interpersonal relationships had a robust and positive influence on students' academic performance in Physics. Ode & Ogah (2020) also observed that students' interpersonal relationship significantly influenced their academic achievement in Biology.

A possible reason for a contrary finding in the present research could be that students misinterpreted the questionnaire items. It could be that the students did not understand the items on the questionnaires well, or they were not objective enough in giving their responses. It could also be that the students thought that giving a correct reflection of what was happening at their school would put their teachers in trouble; hence, they wanted to avoid that by giving untrue or misleading responses.

Summary

The investigation examined the influence of classroom interaction and interpersonal relationships on JHS students' academic performance in the Wassa East District. It was found that the nature of the interpersonal relationship was that most of the students needed to make adjustments before they could have a sustained relationship with others. It was also found that the nature of classroom interaction between JHS students and their teachers in the Wassa East District was predominantly helpful/friendly.

Another finding was that, no statistically significant difference was found in interpersonal relationships between male and female JHS students. Moreover, no substantial variation in classroom interaction of the students

(i.e., male and female) with their teachers in the Wassa East District was established.

It was also found that Uncertainty and strictness were significant negative predictors of students' academic performance, whereas student freedom emerged as a marked positive predictive indicator of students' academic achievement. Lastly, Interpersonal relationship did not substantially predict students' academic performance.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Overview

This study examined the influence of classroom interaction and interpersonal relationships on JHS students' academic performance in the Wassa East District. The study was guided by two research questions, thus:

1. What is the nature of interpersonal relationship of JHS students in the Wassa East District?
2. What is the nature of classroom interaction of JHS students in the Wassa East District?

In addition, the study tested the following hypotheses:

1. H_0 : There is no statistically significant difference in the interpersonal relationship between male and female JHS students in the Wassa East District.
 H_1 : There is a statistically significant difference in the interpersonal relationship between male and female JHS students in the Wassa East District.
2. H_0 : There is no statistically significant difference in classroom interaction among JHS students in the Wassa East District on the basis of sex.
 H_1 : There is a statistically significant difference in classroom interaction among JHS students in the Wassa East District on the basis of sex.
3. H_0 : Classroom interaction is not a significant predictor of JHS students' academic performance.

H₁: Classroom interaction is a significant predictor of JHS students' academic performance.

4. H₀: Interpersonal relationship is not a significant predictor of students' academic performance.

H₁: Interpersonal relationship is not a significant predictor of students' academic performance.

The investigation adopted the descriptive survey. The research's population was 2,132 JHS three students in seventy-eight (78) public and private JHSs in nine circuits in the Wassa East District who were registered for the Basic Education Certificate Examination (BECE). Of this, 1,178 were males and 954 were females. Using a multi-stage sampling technique, a sample of 350 was selected. A questionnaire (i.e., Relationship Scale Questionnaire and Questionnaire of Teacher Interaction) was used to gather the study's data. Research Questions 1 and 2 were analysed with means and standard deviations. Hypotheses 1 and 2 were tested with independent samples t-test. Hypotheses 3 and 4 were tested with multiple and simple linear regression analysis respectively.

Key findings

The research found the following:

1. The nature of interpersonal relationships was the adjustments students needed to make the most before they could have a sustained relationship with others.
2. The nature of classroom interaction between JHS students and their teachers in the Wassa East District was predominantly helpful.

3. No substantial variability in the interpersonal relationship between male and female JHS students was noted.
4. No considerable difference in classroom interaction of male and female JHS students with their teachers in the Wassa East District was recorded.
5. Uncertainty and strictness were significant negative predictors of students' academic performance, whereas student freedom emerged as a considerable positive predictive element of students' academic performance.
6. Interpersonal relationship did not substantially predict students' academic performance.

Conclusions

Consequent to this work's findings, it is concluded that before the students can form a happy and productive relationship, they need to address certain behaviours that act as roadblocks in their relationships. It is also concluded that teachers in the Wassa East District are friendly and helpful toward their students. Moreover, male and female JHS students in the Wassa East District had similar levels of interpersonal relationships and classroom interaction with their teachers. It can also be inferred that the more instructors exhibit uncertainty toward their students, the less the learners are likely to perform well academically. Similarly, when teachers exhibit more strictness towards their students, they are less likely to perform well academically. It was also concluded that when learners are given a chance to take charge of their actions, they are more likely to perform well academically. On the other hand, if they are given fewer chances to control their actions, they are less

likely to perform well academically. Finally, the degree of students' interpersonal relationships did not play any substantial role in their academic performance.

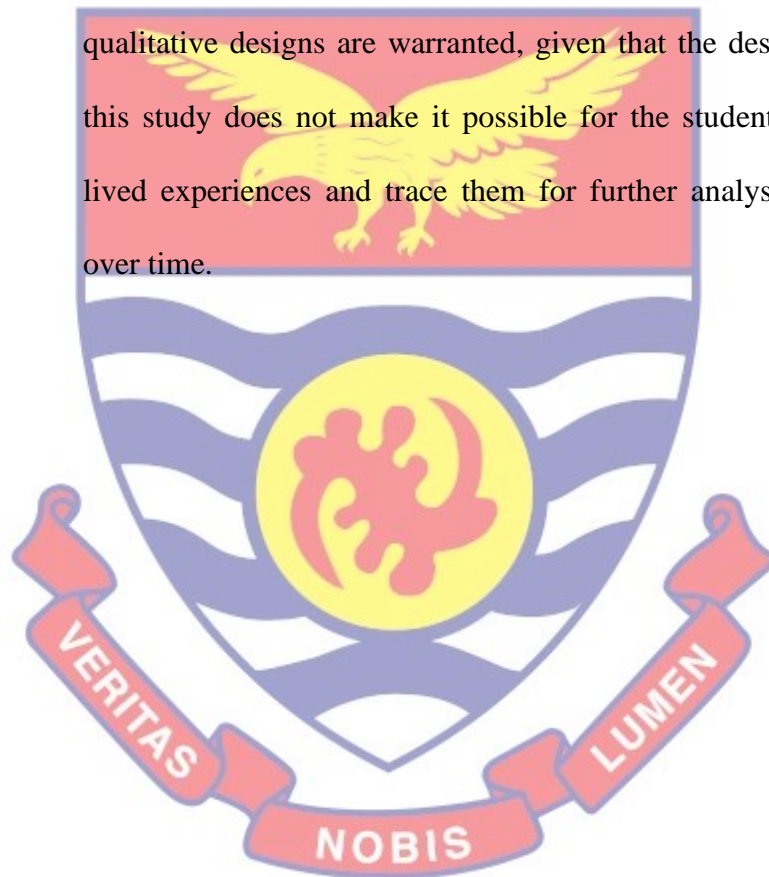
Recommendations

1. Parents and teachers should encourage students in the Wassa East District to find ways of forming productive and healthy relationships with others based on the finding that most of them needed to make behavioural adjustments before having sustained relationships.
2. Teachers in the Wassa East District should be entreated to continuously have a helpful/friendly relationship with students.
3. Male and female students in the Wassa East District should employ similar strategies in improving their interpersonal relationships since there was no substantial variation in their interpersonal relationships.
4. Male and female students in the Wassa East District should adopt similar ways to improve how they interact with their teachers in the classroom based on the findings that they had similar classroom interactions.
5. Interventions to improve students' academic performance in the Wassa East District should consider uncertainty, strictness and student freedom based on the finding that uncertainty, strictness and student freedom were substantial negative predictive factors of students' academic performance.
6. Interventions that aim to improve students' academic performance in the Wassa East District should emphasise students' interpersonal

relationships based on the finding that the interpersonal relationship of students did not predict students' academic performance.

Suggestions for Further Research

1. Since the current work's findings may not be generalised to all the JHS students in Wassa East District, further studies employing larger sample sizes are warranted.
2. Further studies using other research designs such as longitudinal or qualitative designs are warranted, given that the descriptive nature of this study does not make it possible for the students to narrate their lived experiences and trace them for further analysis and inferences over time.



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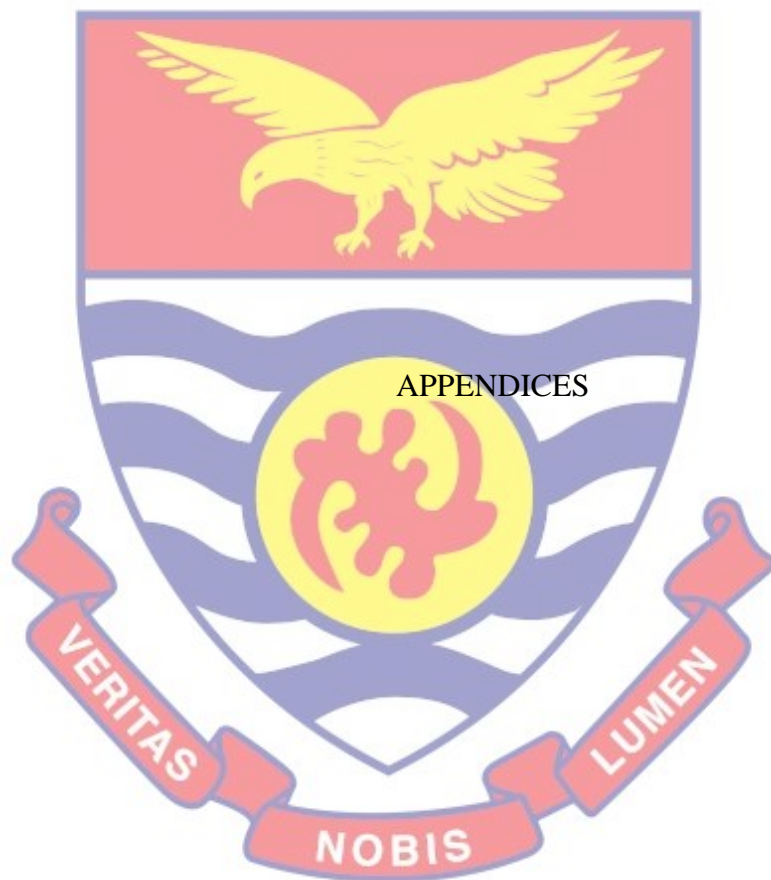
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APPENDICES

APPENDIX A

QUESTIONNAIRE

UNIVERSITY OF CAPE COAST
DEPARTMENT OF EDUCATION AND PSYCHOLOGY
QUESTIONNAIRE FOR STUDENTS

Dear student, I am Mr. Theophilus Baah-Biney, a Master of Philosophy student of the University of Cape Coast. I am conducting a research on the topic “**Impact of classroom interaction and interpersonal relationship on academic performance of Junior High School students in the Wassa East District**”. Your responses will solely be for research purposes. As such, you should not provide your name or anything that identifies you except your **index number**. Kindly spend about 45 minutes in answering this questions as frankly as possible. For any further information, please contact me on 0243333319.

Section A: Background Information

1. Index Number.....
2. Age.....
3. Gender
Male [] Female []

Section B: Interpersonal Relationship

Instruction: Please, rate yourself on a scale of 1-5 for each of the questions that best describes your stand. Kindly read the statements and tick appropriately.

NB: 1 = Not at all like me 2 = rarely like me 3 = somewhat like me 4 = often like me 5 = very like me

Statements	1	2	3	4	5
1. I find it difficult to depend on others.					
2. I worry that I will be hurt if I allow myself to become too close to others.					
3. I am comfortable without close emotional relationships.					
4. I am not sure that I can always depend on others to be there when I need them.					
5. I worry about being alone.					
6. I often worry that romantic partners don't really love me and won't want to stay with me.					

7. I find it difficult to trust others completely.					
8. I worry about others getting too close to me.					
9. I worry that others don't value me as much as I value them.					
10. People are never there when you need them.					
11. My desire to merge completely sometimes scares people away.					
12. I am nervous when anyone gets too close to me.					
13. I worry about being abandoned.					

Section C: Classroom Teacher Interaction

Instruction: Please answer the statements as best applies to your classroom teacher. Kindly read the statements and tick appropriately.

NB: 1= Almost never 2 = seldom 3 = sometimes 4 = often 5 = almost always

Statements	1	2	3	4	5
<i>Leadership</i>					
1. My teacher talks enthusiastically about his/her subject.					
2. My teacher explains things clearly.					
3. My teacher holds our attention.					
4. My teacher knows everything that goes on in the classroom.					
5. My teacher is a good leader.					
6. My teacher acts confidently.					
<i>Understanding</i>					
7. My teacher trusts us.					
8. If we don't agree with my teacher, we can talk about it.					
9. My teacher is willing to explain things again.					
10. If we have something to say, my teacher will listen.					

11. My teacher realises when we don't understand.					
12. My teacher is patient.					
<i>Uncertain</i>					
13. My teacher seems uncertain.					
14. My teacher is hesitant.					
15. My teacher acts as if he/she does not know what to do.					
16. My teacher lets us take charge.					
17. My teacher is not sure what to do when we fool around.					
18. It is easy to make my teacher appear unsure.					
<i>Admonishing</i>					
19. My teacher gets angry unexpectedly.					
20. My teacher gets angry quickly.					
21. My teacher is too quick to correct us when we break a rule.					
22. My teacher is impatient.					
23. It is easy to pick a fight with my teacher.					
24. My teacher makes mocking remarks.					
<i>Helpful/friendly</i>					
25. My teacher helps us with our work.					
26. My teacher is friendly.					
27. My teacher is someone we can depend on.					
28. My teacher has a sense of humour.					
29. My teacher can take a joke.					
30. My teacher's class is pleasant.					
<i>Student freedom</i>					
31. We can decide some things in my teacher's class.					
32. We can influence my teacher.					
33. My teacher lets us decide when we will do the work in class.					
34. My teacher lets us get away with a lot in class.					

35. My teacher gives us a lot of free time in class.					
36. My teacher is lenient.					
<i>Dissatisfied</i>					
37. My teacher thinks that we cheat.					
38. My teacher thinks that we don't know anything.					
39. My teacher puts us down.					
40. My teacher thinks that we can't do things well.					
41. My teacher seems dissatisfied.					
42. My teacher is suspicious.					
<i>Strict</i>					
43. My teacher is strict.					
44. We have to be silent in my teacher's class.					
45. My teacher's tests are hard.					
46. My teacher's standards are very high.					
47. My teacher is severe when marking papers.					
48. We are afraid of my teacher.					

THANKS FOR YOUR TIME



**FINAL MOCK EXAMINATION
ENGLISH LANGUAGE 2**

Answer three questions only. Answer one question from part A and all other questions in part B and Part C. Your composition in part A should contain at least 250 words. Credit will be given for clarity of expression and orderly presentation of material.

**PART A
ESSAY WRITING**

Answer ONE question ONLY from this section

1. Write a letter to the District or Municipal or Metropolitan Chief Executive suggesting at least two ways of improving sanitation in your community.
2. Write an article suitable for publication in a national newspaper on the importance of libraries to students
3. Write a story to illustrate the saying, "One good turn deserves another"

**PART B
COMPREHENSION – 30MARKS**

4. *Read the following passage carefully and answer all the questions which follow.*

Many people believe in principles of life. There are some individuals who live strictly according to particular moral codes and even choose these values at the expense of wealth or pleasure. Kumah was such a principled individual. Kumah was only nine years old when he came across the words; "Faithfulness and honesty" whilst reading. He enquired from his mum an explanation of those terms and when she did, Kumah was so impressed. He resolved he was going to be faithful and honest.

He began earnestly and occasionally when he threw dust in someone's eyes, he would promptly regret it and apologize. After some time, honesty and faithfulness had become part of Kumah. When he got to SHS 1, his uncle, Bob, asked Kumah to leave his parents and stay with him as his two mature sons had both traveled outside in search of greener pastures.

So Kumah moved in but upon completion of his senior high school education, uncle Bob refused to let Kumah return to his parents. Not too long after, uncle Bob traveled abroad and was to stay there for about a year. He left the house in the care of Kumah and Abor, the house help, who was a bit older than Kumah. In Uncle Bob's absence, Abor suggested to Kumah that they connived with some armed robbers so they would loot the house and share the proceeds with the robbers. Kumah was completely taken aback at such a suggestion. He would not accept such suggestion and though Abor tried continuously to persuade him, Kumah resisted any such attempt. In the end Abor fled the house for fear of Kumah disclosing all of Abor's evil intentions.

When Uncle Bob returned afterwards and heard all that happened, he did not know how to thank Kumah. He promised to reward Kumah but this never happened until the expected happened Uncle Bob died. When his will was read, to everyone's amazement, he had given his mansion and two beautiful saloon cars to Kumah. His joy knew no bound.

Now answer the following question

- a. How did Kumah come across the words "faithfulness and honesty"?
- b. What eventually made Kumah determine to be faithful and honest?
- c. What did Kumah normally do whenever he told a lie?
- d. Why did uncle Bob ask Kumah to stay with him?
- e. What suggestion did Abor give to Kumah?
- f. How did Kumah react to Abor's suggestion?
- g. What reward did Kojo get for being honest and faithful to uncle Bob?
- h. Explain, in your own words, the following expressions as used in the passage.
 - i. Threw dust in someone's eyes
 - ii. In search of greener pastures
 - iii. Taken aback
- i. For each of the following words, give another word or a phrase that means the same and fit into the passage.
 - i. Mature
 - ii. Promptly
 - iii. Care
 - iv. Loot
 - v. Resisted

PART C

LITERATURE [10 MARKS]

SACKEY J.A. AND DARMANU (COMP): The Cockcrow

Answer all the questions in this part

CHARLES DICKENS: Oliver Twist

5. Question 5(a) to 5 (c) are based on the abridged and simplified version of Charles Dickson' Oliver Twist.
- "Oliver sneaked into the house and made his way to the front door to let the two men in. When all three of them were walking down the hall, Oliver decided to run up and warn the sleeping family, even if it meant his death.."
- a. Who were the two men referred to in the extract?
 - b. What is the setting of the extract?
 - c. What unfortunate incident happened to Oliver shortly after this extract?

KEN SARO : Home sweet Home.

Read the following extract carefully and answer questions 5(d) and 5(e).

"Ah, my beauty, my lovely girl, the song in my heart, the joy of my life, you are back. How you've grown. The baby of yesterday is today's elegant woman; said she half to me and half to Mama"

- d. Who spoke these words above?

e. What is the main figure of speech used in the extract above?

AMAATA AIDOO: The Dilemma of a Ghost.

Read the following extract carefully and answer the Questions 5(f) and 5(h).

X: OhI could tell you the bird of the wayside Never tires of chirping. But this is no secret. My sons tell me this on their way home from laying their snares they saw the lady wife sitting on the grass in the school with her head bowed.

f. The speaker represented by "X" in the extract is

g. "Never tires of chirping" is an example of which literary device?

h. What has happened to "the lady wife" before her decision to isolated herself?

A. A. AMOAKO : SLEEP WITHOUT WAKE.

Read the following extract carefully and answer questions Q5(i) and 5(j).

And that was m!
You vanished into the morning mist
April's last days, 1998

i. The underlined expression is an example of a figure of speech called

j. What type of poem is "sleep without Wake"?

**FINAL MOCK EXAMINATION
ENGLISH LANGUAGE 1
OBJECTIVE TEST**

Answer **all** questions in this section
Each question is followed by **four** options lettered A to D. Find out the correct option for each question and shade **in pencil** on your answer sheet the answer space which bears the same letter as the option you have chosen. Give only **one** answer to each question. An example is given below

.....of the sugar was wasted.

- A. Many
- B. Much
- C. A few
- D. Few

The correct answer is Much which is lettered B and therefore answer B space would be shaded

A B C D E

Think carefully before you shade the answer spaces. Erase completely any answers you wish to change.

Now answer the following questions.

**SECTION A
LEXIS AND STRUCTURES**

From the alternatives lettered A to D, choose the one which MOST SUITABLY completes each sentence

- | | |
|---|--|
| <p>1. Children adore toffees so much,?
A. it is?
B. don't they?
C. do they?
D. didn't they?</p> <p>2. If anyone greets you, it is only polite to return.....greeting
A. their
B. anyone's
C. the one's
D. one's</p> <p>3. The dog had not eaten any foodseveral days, so it was almost mad with hunger
A. through
B. since
C. during
D. for</p> <p>4. Desmond complained that his data corrupted on his computer
A. was
B. were
C. is
D. has been</p> | <p>5. Kumah wishes hehis parents earlier
A. Obeys
B. Had obeyed
C. Has obeyed
D. Obey</p> <p>6. We don't havefood because the harvest is not good his year.
A. some
B. many
C. much
D. plenty</p> <p>7. The computer belongs to Wisdom and Francis, it is
A. theirs
B. their's
C. theirs'
D. their</p> <p>8. YouEnglish fluently if you had read many novels.
A. would speak
B. spoke
C. had spoken
D. would have spoken</p> |
|---|--|

9. The energy crisis made the former presidentthe last election
A. lost
B. loose
C. losing
D. lose
10. As a student, you must be abreast current happenings in your country.
A. on
B. of
C. about
D. in
11. It isto attempt in one day
A. the journey too long and difficult
B. too long and difficult a journey
C. long and difficult too a journey
D. too long and difficult the journey
12. The hand kerchief hason the floor for some time
A. laid
B. lay
C. lied
D. lain
13. This is the boybook I took
A. whom
B. who
C. whose
D. which
14. That experience was thething that had ever happened to him
A. bad
B. worse
C. less
D. worst
15. Naomi isgood at English that everybody expects her to become a journalist.
A. extremely
B. so
C. too
D. very

SECTION B

Choose from the alternatives lettered A to D the one which is nearest in meaning to the underlined word in each sentence.

16. Several crucial decisions were made at the meeting
A. painful
B. excellent
C. patient
D. important
17. My parents are always nagging me to clean my room
A. beating
B. worrying
C. forcing
D. guiding
18. The secretary gave me a warm welcome
A. surprising
B. cold
C. comfortable
D. friendly
19. We have all heard stories of tricky politicians who never get caught for their crimes
A. benevolent
B. rich
C. crafty
D. influential
20. Beyonce' is a renowned American musician
A. wise
B. honest
C. romantic
D. famous

SECTION C

In each of the following sentences a group of words has been underlined. choose from the alternatives lettered A to D the one that best explains the underlined group of words.

21. Micheal had a close shave with death this morning when his car veered off the road. This means that he
- A. shaved the hair of death
 - B. sat close to relative in car
 - C. nearly died
 - D. had a minor accident
22. When it comes to painting, I'm out of my element. This means that I.....
- A. become lonely
 - B. am strong
 - C. am ignorant
 - D. feel agitated
23. Marriage is not a bed of roses. This means that marriage
- A. is not like a flower
 - B. is not always pleasant
 - C. does not last long
 - D. does not depend on gifts
24. The film made my hair stand on end. This means that the film made me.....
- A. excited
 - B. happy
 - C. nervous
 - D. angry
25. The soldier turned a blind eye to his son's lazy attitude at home. This means the soldier....
- A. pampered the son
 - B. treat his son harshly
 - C. ignored his son's negative behaviour
 - D. behaved like a blind man

SECTION D

From the list of words lettered A to D, choose the one that is most nearly opposite in meaning to the word underlined in each sentence.

26. It is compulsory to attend all social gatherings in the boarding houses.
- A. acceptable
 - B. mandatory
 - C. necessary
 - D. optional
27. He gave a candid account about what actually happened.
- A. nasty
 - B. dishonest
 - C. ugly
 - D. interesting
28. The headmaster condemned the stubborn behaviour of the students.
- A. criticized
 - B. narrated
 - C. commended
 - D. scolded
29. Owusu took the drug he bought from a pharmacy to relieve his headache
- A. ease
 - B. trigger
 - C. worsen
 - D. coalesce
30. Efua always buys durable shoes any time she goes to the boutique
- A. expensive
 - B. comfortable
 - C. inferior
 - D. beautiful

FINAL MOCK EXAMINATION
OCTOBER, 2021
MATHEMATICS (2&1)
Essay and Objective
2 hours

Name

Index Number.....

ASSESSMENT FOR IMPROVING LEARNING
(C E P M E L I M I T E D)
FINAL MOCK EXAMINATION

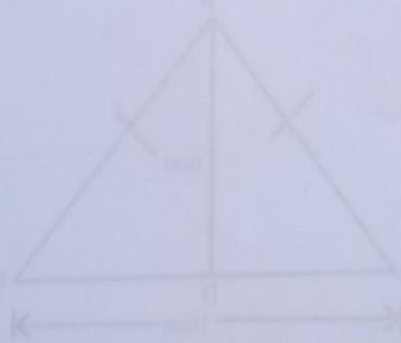
October, 2021

MATHEMATICS (2&1)

2 Hours

Do not open this booklet until you are told to do so. While you are waiting, read and observe the following instructions carefully. Write your name and index number in ink in the spaces provided above.

This booklet consists of two papers. Answer Paper 2 which comes first, in your answer booklet and Paper 1 on your Objective Test answer sheet. Paper 2 will last 1 hour, after which the answer booklet will be collected. Do not start Paper 1 until you are told to do so. Paper 1 will last 60 minutes.



TURN OVER

FINAL MOCK EXAMINATION

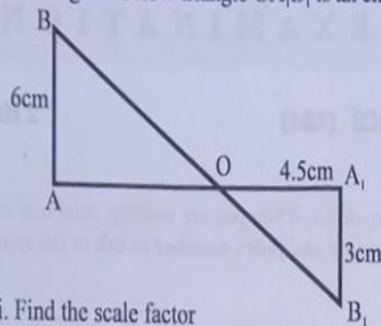
MATHEMATICS 2

60 MARKS

Answer four questions only from this section. The use of calculators is not allowed. All working must be clearly shown. All questions carry equal marks.

1. a. All the members of a class play hockey or football. 19 play both, 21 play hockey and 34 play football.
 - i. Represent this information in a venn diagram
 - ii. How many are there in the class?
 - iii. What is the probability of randomly selecting a member who play hockey only.
- b. Find the product of 0.0079 and 1.034 leaving your answer in standard form.

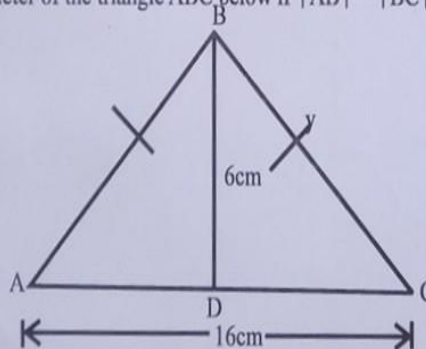
2. a. In the diagram below triangle OA_1B_1 is an enlargement of triangle OAB .



- i. Find the scale factor
 - ii. Find the length of AO
- b. The mean age of 15 boys in a class is 16 years and the mean age of the 10 girls is 18 years. Calculate the mean age of the students in the class.
 - c. Multiply $(a+7)$ by $(a-2)$

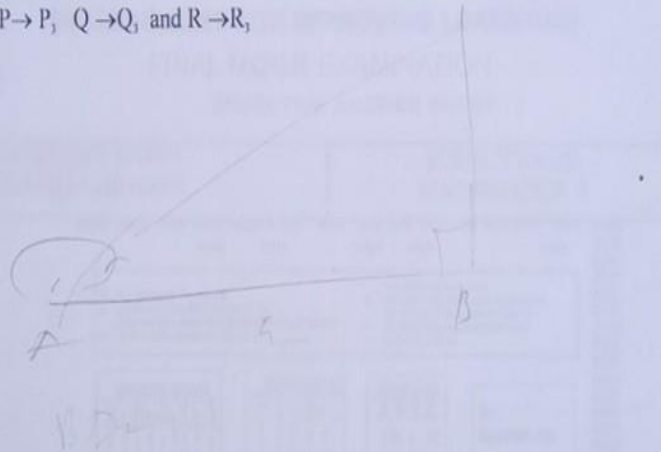
3. a. In how many years will Gh1,600,000 yield Gh400,000.00 simple interest at $12\frac{1}{2}$ percent per annum?

- b. Find the perimeter of the triangle ABC below if $|AB| = |BC| = y$, $|BD| = 6\text{cm}$ and $|AC| = 16\text{cm}$



- c. How many subjects has a set with 7 members

4. a. Using a ruler and a pair of compasses only,
 i. Construct triangle ABC such that $|AB| = 9\text{cm}$, $\angle ABC = 90^\circ$ and $\angle ACB = 30^\circ$
 ii. Determine a point P on BC which is equidistant from A and B.
 iii. Measure $|AP|$
 b. Find the area of $\triangle ABP$
5. Income tax regulation in a country as follows.
 A personal allowance = Gh¢378.00
 Wife allowance = Gh¢300.00
 Child allowance = Gh¢250.00 for each under 18yrs
- a. Find the taxable income of Mr. Tetteh who earns Gh¢4,870.00 per annum and is married with 2 children below 18yrs
- b. i. Factorize completely $mp + np - mq - nq$
 ii. Hence find the value of the expression if $m = 5$, $n = 2$, $p = 3$ and $q = 4$.
- c. A letter is chosen from the word 'distribution' Determine the probability that it will be
 i. a 't'
 ii. an (l)
6. a. Using a scale of 2cm to 1 unit on both axes drawn on a graph sheet two perpendicular axes, ox and oy for $-5 \leq x \leq 5$ and $-6 \leq y \leq 6$
 b. Plot the point P(2,2), Q(5,4) and R (3,6)
 c. Draw the image triangle $P_1Q_1R_1$ of triangle PQR under reflection in the y-axis where $P \rightarrow P_1$, $Q \rightarrow Q_1$, and $R \rightarrow R_1$. Label the vertices clearly
 d. Draw the image $P_2Q_2R_2$ of triangle $P_1Q_1R_1$ under an enlargement with a scale -1 where $P_1 \rightarrow P_2$, $Q_1 \rightarrow Q_2$ and $R_1 \rightarrow R_2$
 e. Draw the image $P_3Q_3R_3$ of triangle PQR under the translation vector $(-2 -2)$ where $P \rightarrow P_3$, $Q \rightarrow Q_3$ and $R \rightarrow R_3$



FINAL MOCK EXAMINATION

MATHEMATICS 1

OBJECTIVE TEST

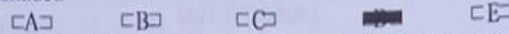
Answer all questions in this section

Each question is followed by four options lettered A to D. Find out the correct option for each question and shade in pencil on your answer sheet the answer space which bears the same letter as the option you have chosen. Give only one answer to each question. An example is given below

Arrange the following whole numbers in ascending order 1101, 1011, 1110 and 1100

- A. 1101, 1100, 1110, and 1011
- B. 1011, 1110, 1101 and 1100
- C. 1110, 1101, 1100 and 1011
- D. 1011, 1100, 1101 and 1110

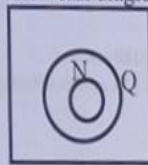
The correct answer is 1011, 1110, 1101 and 1100 which is lettered D and therefore answer D space would be shaded



Think carefully before you shade the answer spaces. Erase completely any answers you wish to change.

Now answer the following questions.

1. Which of the following describes the relationship between the set N and Q in the Venn diagram show?



- A. $Q \cap N = Q$
- B. $Q \cup N = Q$
- C. $Q \cap N = N$
- D. $Q \cup N = N$

2. List all the members of the set

$$\{x: 2 < x < 7, x \text{ is an integer}\}$$

- A. {3, 4, 5, 6, 7}
- B. {2, 3, 4, 5, 6}
- C. {2, 3, 4, 5, 6, 7}
- D. {3, 4, 5, 6}

3. Write 348.24 in standard form

- A. 3.4824×10^1
- B. 3.4824×10^{-2}
- C. 3.4824×10^2
- D. 3.4824×10^4

4. Find the number whose prime factors

$$2^3 \times 3^2 \times 5$$

- A. 360
- B. 270
- C. 240
- D. 180

5. If 33% of the length of a rope is 66cm, find the full length of the rope.

- A. 250cm
- B. 240cm
- C. 220cm
- D. 200cm

6. The area of a square field is 81 m^2 . Find $\frac{2}{3}$ of one of the sides in cm.

- A. 600cm
- B. 300cm
- C. 30m
- D. 6m

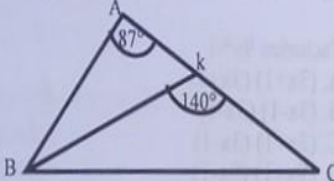
7. Which of the following is not an irrational number?

- A. 0.09124503
- B. $\sqrt{9}$
- C. 3.412014
- D. $\sqrt{27}$

8. Mark 'h' the subject of the relation $V = \frac{1}{3}\pi r^2 h$

- A. $h = \frac{3V}{\pi r}$
- B. $h = \frac{\pi r^2}{3V}$
- C. $h = \frac{3V}{\pi r^2}$
- D. $h = \frac{3V}{2\pi r}$

9. Three numbers multiply together give 693 as the product. Two of the numbers are 9 and 11. What is the third number?
 A. 5
 B. 6
 C. 7
 D. 9
10. Find the L. C. M of 54 and 90
 A. 270
 B. 170
 C. 180
 D. 90
11. Arrange these fraction in ascending order of magnitude. $\frac{3}{4}, \frac{1}{6}, \frac{2}{5}, \frac{2}{3}$
 A. $\frac{1}{6}, \frac{2}{5}, \frac{3}{4}, \frac{2}{3}$
 B. $\frac{1}{6}, \frac{2}{3}, \frac{2}{5}, \frac{3}{4}$
 C. $\frac{2}{5}, \frac{1}{6}, \frac{2}{3}, \frac{3}{4}$
 D. $\frac{1}{6}, \frac{2}{3}, \frac{2}{5}, \frac{3}{4}$
12. Simplify $1\frac{1}{8} \times \frac{1}{8} \times 4\frac{1}{2}$
 A. $\frac{1}{4}$
 B. $\frac{3}{4}$
 C. $\frac{3}{2}$
 D. $\frac{3}{5}$
13. How many faces are there in a pyramid with 5 faces?
 A. 5
 B. 6
 C. 7
 D. 8
14. A car left Kumasi at 9.05 pm on Thursday and reached Accra at 1:55 am on Friday. How long did the journey take?
 A. 4hr 50mins
 B. 4hr 40mins
 C. 4hr 30mins
 D. 4hr 20mins
15. Find the height of a triangle, if the base and the area are 35cm and 350cm² respectively
 A. 10cm
 B. 15cm
 C. 20cm
 D. 25cm
16. Find the curved surface area of a cylinder whose diameter is 14cm and is 10cm tall. (Take $\pi = \frac{22}{7}$)
 A. 80cm²
 B. 440cm²
 C. 220cm²
 D. 44cm²
17. Simplify $x^5y^2 \div x^3y$
 A. x^2y
 B. xy^2
 C. x^7y^3
 D. x^2y^3
18. Simplify $5x - 10x^2 + 2x - 4x^2$
 A. $7x - 14x^2$
 B. $7x + 14x^2$
 C. $7x^2 - 14x$
 D. $3x - 14x^2$
19. Factorize $9x^2 - 1$
 A. $(3x+1)(3x+1)$
 B. $(3x-1)(3x-1)$
 C. $(3x+1)(3x-1)$
 D. $(9x+1)(9x-1)$
20. Simplify $a + \frac{a+b}{2}$
 A. $\frac{a+b}{2}$
 B. $\frac{3a+2b}{2}$
 C. $\frac{3a+b}{2}$
 D. $\frac{3a-b}{2}$

21. Simplify $10(-6) - (-5)^2$
 A. -85
 B. 85
 C. -65
 D. -35
22. A table which cost Gh240.00 to manufacture was sold for Gh300.00. Find the profit percent
 A. 15%
 B. 20%
 C. 25%
 D. 35%
23. The attendance of an art exhibition during one week was 32, 41, 36, 30, 32, 50, 39. Find the median attendance
 A. 32
 B. 36
 C. 39
 D. 41
24. What percentage of 1.5 is 1.05?
 A. 80%
 B. 70%
 C. 60%
 D. 50%
25. In the adjoining figures angle BAC is 87° and angle BKC = 140° . What is the size of angle ABK?

 A. 40°
 B. 43°
 C. 45°
 D. 53°
26. If $9:11 = x:253$ then $x =$
 A. 25.
 B. 99
 C. 187
 D. 207
27. When $p=4$ and $Q=2$, the numerical value of $(P+Q) \times (P-Q)=$
 A. 8
 B. 12
 C. 14
 D. 16
28. Find the next three terms of the sequence 1, 2, 3, 5, 8, 13, __, __, __
 A. 21, 32, 53
 B. 21, 33, 55
 C. 21, 34, 55
 D. 21, 34, 54
29. The bearing of K from Y is 326° . What is the bearing of Y from K?
 A. 156°
 B. 146°
 C. 126°
 D. 136°
30. Which of the following numbers are pathogen's triple?
 A. (3,4, 6)
 B. (6, 8, 10)
 C. (7, 8, 10)
 D. (9, 16, 25)
31. Find the range of the following numbers. 4, 7, 13, 7, 8, 2 and 9
 A. 7
 B. 9
 C. 11
 D. 13
32. Correct 0.0003746 to three significant figures
 A. 0.000374
 B. 0.00037
 C. 0.000375
 D. 0.0004

33. If $p = \begin{pmatrix} 3 \\ 4 \end{pmatrix}$ and $q = \begin{pmatrix} 2 \\ -7 \end{pmatrix}$ find $2(q-p)$

- A. $\begin{pmatrix} -1 \\ -11 \end{pmatrix}$
- B. $\begin{pmatrix} -2 \\ -22 \end{pmatrix}$
- C. $\begin{pmatrix} -2 \\ 22 \end{pmatrix}$
- D. $\begin{pmatrix} 2 \\ -22 \end{pmatrix}$

34. The interior angles of an octagon are $3r$, $2r$, r , $2r$, $5r$ and $2r$, find the value r .

- A. 82°
- B. 72°
- C. 62°
- D. 36°

35. P(2,5) and Q(-2, 3) are points in the number plane. Find the vector PQ

- A. $\begin{pmatrix} 4 \\ 2 \end{pmatrix}$
- B. $\begin{pmatrix} -4 \\ 2 \end{pmatrix}$
- C. $\begin{pmatrix} -4 \\ -2 \end{pmatrix}$
- D. $\begin{pmatrix} 0 \\ 2 \end{pmatrix}$

36. Find the mean of the set of numbers 11, -9, 7, 8, 3

- A. 7
- B. 6
- C. 5
- D. 4

37. Find the opposite side of a right angle triangle, if the hypotenuse is 13m and the adjacent is 15m

- A. 12
- B. 9
- C. 7
- D. 6

38. The ages of 8 girls are as follows 16yr, 14yrs 4months, 15yrs 5months, 15yrs 7months, 15yrs, 15yrs 5months, 15yrs 4month, 14hrs 10months. If a girl is chosen at random from the 8girls, find the probability that the chosen girl, chosen is less than 15yrs.

- A. $\frac{1}{8}$
- B. $\frac{7}{8}$
- C. $\frac{1}{4}$
- D. $\frac{1}{2}$

39. Find the image of (6, -12) under the enlargement from the origin with scale factor $\frac{-1}{3}$.

- A. (2, -4)
- B. (-2, -4)
- C. (2, 4)
- D. (-2, 4)

40. Factorize $x^2 - 8x + 15$

- A. $(x-3)(x-5)$
- B. $(x+3)(x-5)$
- C. $(x+3)(x+5)$
- D. $(x-3)(x+5)$

FINAL MOCK EXAMINATION
OCTOBER, 2021
INTEGRATED SCIENCE (2&1)
Essay and Objective
2 hours

Name

Index Number.....

ASSESSMENT FOR IMPROVING LEARNING
(C E P M E L I M I T E D)

FINAL MOCK EXAMINATION

October, 2021

INTEGRATED SCIENCE (2&1)

2 Hours

Do not open this booklet until you are told to do so. While you are waiting, read and observe the following instructions carefully. Write your name and index number in ink in the spaces provided above.

This booklet consists of two papers. Answer Paper 2 which comes first, in your answer booklet and Paper 1 on your Objective Test answer sheet. Paper 2 will last 1 hour, 15 minutes after which the answer booklet will be collected. Do not start Paper 1 until you are told to do so. Paper 1 will last 45 minutes.



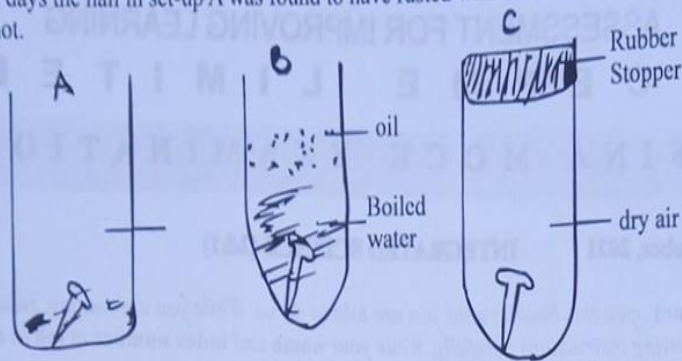
**FINAL MOCK EXAMINATION
INTEGRATED SCIENCE 2**

This paper is in two parts I and II. Answer all questions in part I and any other four questions in part II. Answer the questions in your answer book. Credit will be given for clarity of expression and orderly presentation of material.

PART I (40 marks)

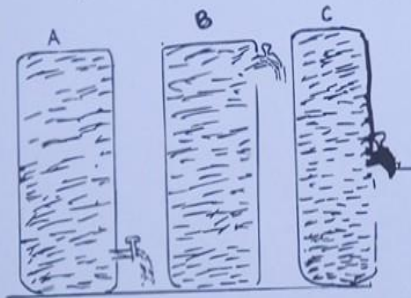
Answer all questions in this part.

1. a. In an experiment, a student took three iron nails and cleaned their surface dry and placed them in three separate test tubes in set-ups, A, B and C as shown in the diagram. After three days the nail in set-up A was found to have rusted while the nail in set-ups B and C did not.



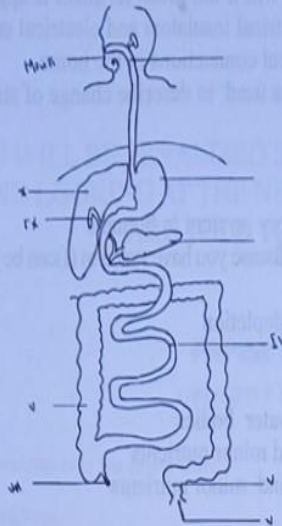
- i. Why was the water in set-up B boiled? 2 mark
- ii. Explain the function of the oil on top of the water in set-up B. 2 mark
- iii. State the purpose of the rubber stopper in the set-up C? 1 mark
- iv. Why did the nail in set-up A rust? 2 marks
- v. Suggest an aim for the experiment 1 mark
- vi. From the experiment, explain why oil or grease is applied on the surface of a metal to prevent rusting. 2 marks

- b. The diagrams below illustrate outlet pipes installed on three water tanks A, B and C. study the diagrams carefully and answer the questions that follow.



- i. In which of the tanks will the water pressure through the tap be highest? 1 mark
- ii. In which of the tanks will the water pressure through the tap be lowest? 1 mark
- iii. Explain your answer in (i) and (ii) above 3 marks
- iv. How can we ensure that water pressure through all three taps is the same 3 marks

c. The diagram below is an illustration of the human digestive system. Study it carefully and answer the questions that follow.



- i. Name the parts labeled I, II, III and IV 2 marks
- ii. State *one* function each of X and IX 2 marks
- iii. Name the part where the digestion of
 - α. starch
 - β. protein
 - δ. Vitamins begin3 marks
- iv. Identify the part where
 - α. Absorption of end-products of digestion takes place
 - β. Re-absorption of water takes place
 - δ. Egesting takes place3 marks

d. The diagram below is an illustration of a cocoa pod infected by a disease. Study the diagram carefully and answer the questions that follow.



- i. Name the disease illustrated on the pod. 2 marks
- ii. What is the causative organism of the disease. 2 marks
- iii. Give at least two significant symptoms of the disease 2 marks
- iv. In controlling disease, suggest four practices farmers could adopt. 2 marks
- v. What are *two* farm practices that promotes the spread of the disease. 2 marks

PART II

Answer four questions only from this part

2. a. Explain why tomato plant is likely to wilt if too much fertilizer is applied to it. 2 marks
 b. i. Give **three** differences between electrical insulators and electrical conductors
 ii. State **three** effects of illegal electrical connections in the home. 3 marks
 c. Explain each of the following terms as used to describe change of state of matter and give an example each.
 i. Condensation 2marks
 ii. Freezing 2marks
 d. i. Mention **two** diseases of the circulatory system in humans 1 mark
 ii. Mention **two** ways in which each of the disease you have stated in (i) can be prevented 2 marks
3. a. i. Different between soil erosion soil depletion 2 marks
 ii. Give **three** types of soil erosion 3 marks
 b. i. What is water conservation?
 ii. State **three** ways of destruction of water bodies ½ marks
 c. i. State a difference between major and minor nutrients 2 marks
 ii. Give **four** examples each of major and minor nutrients 4marks
 d. Name **three** soil resources 1½marks
4. a. i. Name the process by which green plants manufacture their food. 2 marks
 ii. State **three** factors necessary for this process to take place 3 marks
 b. i. Mention the device which could be used to carry a heavy body onto a truck 1 mark
 ii. Name **four** simple leavers used in everyday life 2 marks
 c. i. Distinguish between a rhizome and stem tuber 2 marks
 ii. Give **one** example each of a rhizome and a stem tuber 2 marks
 d. i. What is pastoral farming? 2 marks
 ii. State **one** (1) disadvantage of subsistence farming 1 mark
5. a. i. What is a weed? 1 mark
 ii. Give **two** harmful effects of weeds in vegetables crop production 2 marks
 b. Explain the following:
 i. Metallic ladles are given wooden handlers 2 marks
 ii. Gaps are left in railway lines 2 marks
 c. i. Name the first two organs in the digestive system of man and give one function of each 2 marks
 ii. State **two** causes of indigestion 2 marks
 d. Give **four** properties of acids 4 marks
6. a. Name **two** industrial products of each of the following agricultural raw materials
 i. Cocoa beans 4marks
 ii. Palm oil 2 marks
 b. State **two** properties of magnets 2 marks
 c. i. State **two** differences between canines and molars in human detrition 2 marks
 ii. In what **four** ways can we ensure proper dental care? 2 marks
 d. i. Name **two** examples of air pollution 2 marks
 ii. In what three ways can we control air pollution? 3 marks

FINAL MOCK EXAMINATION
INTEGRATED SCIENCE 1
OBJECTIVE TEST

Answer all questions in this section
Each question is followed by four options lettered A to D. Find out the correct option for each question and shade in pencil on your answer sheet the answer space which bears the same letter as the option you have chosen. Give only one answer to each question. An example is given below

Which of these is out of place?

- A. Kidney
- B. Ureter
- C. Bladder
- D. Liver

The correct answer is **Bladder** which is lettered C and therefore answer C space would be shaded

A B C D E

Think carefully before you shade the answer spaces. Erase completely any answers you wish to change.

Now answer the following questions.

1. The scent of a perfume sprayed at one corner of a room fills the entire room through.....
 - A. conduction
 - B. diffusion
 - C. osmosis
 - D. radiation
2. The unit measurement of energy is.....
 - A. Joules
 - B. Kelvin
 - C. Watt
 - D. Newton
3. Atoms of the same element have the same....
 - I. number of electrons
 - II. number of protons
 - III. chemical propertiesWhich of the above statements are true?
 - A. I and II only
 - B. II and III only
 - C. I and III only
 - D. I, II and III
4. When the north pole of two magnet are brought together they.....
 - A. attract each other
 - B. repel each other
 - C. have no effect on each other
 - D. first attract and then repel each other
5. Which of the following indicator turns pink with acids?
 - A. Methyl orange
 - B. Litmus
 - C. Phenolphthalein
 - D. Universal indicator
6. When adult mosquitoes lay eggs into stagnant water, they hatch to form
 - A. Pupae
 - B. Imago
 - C. Caterpillars
 - D. Larvae
7. Which of the following components stores electric charge in a phase shift oscillator?
 - A. Capacitor
 - B. Transistor
 - C. Resistor
 - D. Vacuum tube
8. A substance made up of the same atom is called.....
 - A. an element
 - B. a mixture
 - C. a solute
 - D. an alloy

9. Structures constructed from iron may have to be coated with zinc to prevent.....
- A. expansion
 - B. conduction
 - C. rusting
 - D. radiation
10. Which of the following organisms is a plant parasite?
- A. Capsid
 - B. Dodder
 - C. Caterpillar
 - D. Louse
11. The *best* way to prevent malnutrition is to.....
- A. exercise on a daily basis
 - B. eat a balanced diet
 - C. over eat
 - D. drink a lot of water
12. When ammonium chloride is heated gently it changes from.....
- A. gas to liquid
 - B. liquid to gas
 - C. solid to gas
 - D. solid to liquid
13. The main product of photosynthesis is.....
- A. oxygen
 - B. carbon dioxide
 - C. glucose
 - D. water
14. The tube in the penis that discharges semen and urine to the outside is called.....
- A. water
 - B. urethra
 - C. epididymis
 - D. sperm duct
15. Which of the following materials is not a living tissue?
- A. Potato
 - B. Cellophane
 - C. Cassava
 - D. Plantain
16. Bronze is used in preference to copper for making carvings and ornament because it....
- A. is harder than copper
 - B. is more resistant to corrosion
 - C. is better conduction of energy
 - D. has a higher density than copper
17. The simplest unit of carbohydrate is.....
- A. amino acid
 - B. vitamins
 - C. maltose
 - D. glucose
18. The part of the leaf that allows the entry of gases is the.....
- A. guard cells
 - B. stomata
 - C. epidermis
 - D. mesophyl cells
19. The nucleus consist of two types of sub-particles. These are.....
- A. protons and electrons
 - B. neutrons and electrons
 - C. protons and ions
 - D. protons and neutrons
20. Carbon exist in the earth's atmosphere primarily as.....
- A. bicarbonate
 - B. carbonate
 - C. carbon dioxide
 - D. carbon monoxide
21. The electronic configuration of sodium is.....
- A. 2, 8, 4
 - B. 2, 8, 3
 - C. 2, 8, 2
 - D. 2, 8, 1
22. Carbohydrates and fats and oil are considered as energy given food because they.....
- A. repair worn out tissues
 - B. strengthen and make the body healthy
 - C. provide energy to the body
 - D. protect the body from diseases

23. An atom is electrically neutral because.....
- A. the number of protons is equal to neutrons
 - B. the number of protons is equal to electrons
 - C. the number of protons greater than electrons
 - D. the number of protons is less than electrons
24. A meal containing all the essential nutrients in the right amount is said to be....
- A. delicious
 - B. well cooked
 - C. balanced
 - D. rich in fibre
25. Water that lathers readily with soap is said to be.....
- A. clean
 - B. hard
 - C. soapy
 - D. soft
26. Which of the following life activities are common to both plants and animals?
- I. Feeding
 - II. Locomotion
 - III. Respiration
- A. I and II only
 - B. I and III only
 - C. II and III only
 - D. I, II and III
27. The structure in the respiratory system of humans where gaseous exchange occurs.....
- A. alveolus
 - B. bronchus
 - C. nostril
 - D. trachea
28. The chemical solution that can be used to test for the presence of protein in food substances is.....
- A. benedict's solution
 - B. fehling's solution
 - C. iodine solution
 - D. millon's reagent
29. The most effective method of controlling soil erosion on steep slopes is.....
- A. cover cropping
 - B. mulching
 - C. strip cropping
 - D. terracing
30. The fifth planet from the sun in the solar system is.....
- A. Jupiter
 - B. Mars
 - C. Neptune
 - D. Venus
31. Which of the following agencies is responsible for providing information on the weather and climate conditions of an area?
- A. Animal husbandry department
 - B. Extension services department
 - C. Information services department
 - D. Meteorological services department
32. Which of the following blood vessels carries deoxygenated blood?
- A. Aorta
 - B. Pulmonary vein
 - C. Pulmonary artery
 - D. Renal artery
33. A load of 10N is moved through a distance of 2m. calculate the work done
- A. 5J
 - B. 10J
 - C. 20J
 - D. 50J
34. The human sex cells are produced in the....
- A. scrotum and uterus
 - B. testis and ovary
 - C. penis and vagina
 - D. scrotum and ovary
35. The organ that removes metabolic waste from the human body is.....
- A. anus
 - B. kidney
 - C. heart
 - D. spleen

36. Digestion of protein starts in the.....
A. mouth
B. ileum
C. stomach
D. gullet
37. Digested food is absorbed into the blood stream through the.....
A. duodenum
B. small intestine
C. large intestine
D. rectum
38. During drought, some plants dry out because of high.....
I. atmospheric temperature
II. humidity
III. rate of evaporation
A. III only
B. I and II only
C. I and III only
D. I, II, and III
39. Which of the following is not true about frictional force? It.....
A. decreases wear and tear
B. opposes motion
C. causes wear and tear
D. produces heat
40. Which of the following farming system is most effective in maintaining soil fertility?
A. Crop rotation
B. Mono culture
C. Land rotation
D. Mixed cropping

FINAL MOCK EXAMINATION
OCTOBER, 2021
SOCIAL STUDIES (2&1) **2 & 1**
Essay and Objective
1 hour, 45 minutes

Name

Index Number.....

ASSESSMENT FOR IMPROVING LEARNING
(C E P M E L I M I T E D)

FINAL MOCK EXAMINATION

October, 2021

SOCIAL STUDIES (2&1)

1 Hour, 45 minutes

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TURN OVER

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FINAL MOCK EXAMINATION

SOCIAL STUDIES 2

Answer three questions in all; choosing one question from each part.

SECTION A

ENVIRONMENT

Answer one question from this section.

1. a. What is the meaning of HIV/AIDS? 2 marks
b. i. Explain **four** causes of HIV/AIDS. 8 marks
ii. Outline **four** effects of HIV/AIDS on the country (Ghana). 10marks
2. a. i. State the names of the following imaginary lines. 4 marks
- Latitude 0°
- Latitude 23 ½ °N
- Longitude 0°
- Latitude 66 ½ °S 4marks
ii. List any **four** continents. 12 marks
b. Highlight **four** importance of the oceans to man .

SECTION B

GOVERNANCE, POLITICS AND STABILITY.

Answer one question from this section.

3. a. State the difference between rights and responsibilities. 4 marks
b. i. List **four** rights of a Ghanaian . 4 marks
ii. Explain **four** examples of human rights abuses. 12marks
4. a. What is democracy? 4 marks
b. i. Outline **four** factors that can promote democracy. 8 marks
ii. Highlight **four** ways of promoting political stability in Ghana. 8 marks

SECTION C

SOCIO - ECONOMIC DEVELOPMENT.

Answer one question from this section.

5. a. State the difference between production and productivity. 4 marks
b. i. List **four** examples of tertiary production. 4 marks
ii. Highlight **four** problems of primary production. 12 marks
6. a. What is democratic governance? 2 marks
b. i. Outline **four** effects of democratic governance on the people of Ghana. 8 marks .
ii. Explain **four** means of improving life and work in the rural area. 10 marks

FINAL MOCK EXAMINATION
SOCIAL STUDIES 1
OBJECTIVE TEST

Answer all questions in this section

Each question is followed by four options lettered A to D. Find out the correct option for each question and shade in pencil on your answer sheet the answer space which bears the same letter as the option you have chosen. Give only one answer to each question. An example is given below

The longest river in Ghana is.....

- A. River Densu
- B. River Afram
- C. River Volta
- D. River Ankobra

The correct answer is *River Volta* which is lettered C and therefore answer C space would be shaded

A B C D E

Think carefully before you shade the answer spaces. Erase completely any answer you wish to change.

Now answer the following questions.

1. At Apam, salt is extracted through.....
 - A. drilling
 - B. deep shaft
 - C. evaporation
 - D. open cast
2. Which of these people were led by "The Red Hunter"?
 - A. The Mamprusi
 - B. The Dagomba
 - C. The Gonja
 - D. The Mossi
3. The headquarters of The Economic Community of West African States is in.....
 - A. Liberia
 - B. Nigeria
 - C. Ghana
 - D. Mali
4. is a landlocked country. .
 - A. Guinea
 - B. Senegal
 - C. Niger
 - D. Egypt
5. Plastics and glasses are.....
 - A. degradables
 - B. natural products
 - C. non - recyclables
 - D. non- bio degradables
6. Rules and regulations for pre - tertiary schools in Ghana are made by the
 - A. Tertiary Education Council
 - B. Ministry of Education
 - C. National Accreditation Board
 - D. Ghana Education Service
7. The Earth completed its journey through its orbit once everydays.
 - A. 365
 - B. $365\frac{1}{4}$
 - C. 366
 - D. $366\frac{1}{4}$
8. Dipo is a rite.
 - A. puberty
 - B. marriage
 - C. death
 - D. birth

9. The total national annual income divided by the population of a country gives
 - A. employment rate
 - B. depending ratio
 - C. per capita income
 - D. population structure
10. The average atmospheric condition of a place recorded for over 25 years is
 - A. octal
 - B. climate
 - C. weather
 - D. weathering
11. Ox - bow lakers are found at the stage of a river.
 - A. low
 - B. upper
 - C. youthful
 - D. mature
12. Which of these is in three layers /strata?
 - A. Tropical Evergreen Rain Forest
 - B. Moist Semi - Deciduous Forest
 - C. Guinea Savannah
 - D. Sudan Savannah
13. How many countries is/are in the continent called Australia?
 - A. 10
 - B. 6
 - C. 4
 - D. 1
14. Nalerigu is in which region?
 - A. Savannah Region
 - B. North - East Region
 - C. Bono Region
 - D. Oti Region
15. Which of these towns is associated with amphibians?
 - A. Nzulenzu
 - B. Paga
 - C. Boti
 - D. Wli
16. Obrumakuma is associated with the.....
 - A. Denkyira
 - B. Ahanta
 - C. Fante
 - D. Asante
17. Who designed the Coat of Arms of Ghana?
 - A. Madam Theodosia Oko
 - B. Dr. Ephriam Amu
 - C. Mr. Amon Kotei
 - D. Mr. Philip Gbeho
18. The President when he/she wants bills to become laws.
 - A. exercises prerogative power of mercy
 - B. gives his assent
 - C. nominates
 - D. impeaches
19. Children are mostly influenced by their.....
 - A. teachers
 - B. parents
 - C. chiefs
 - D. peers
20. Which of these is not an environmental hazard?
 - A. Desertification
 - B. Afforestation
 - C. Soil erosion
 - D. Bush fires.
21. Which of the following is the odd one out?
 - A. Laziness
 - B. Diligence
 - C. Hardwork
 - D. Reliability
22. How best can we protect our environment?
 - A. Burying industrial waste
 - B. Dredging river channels
 - C. Recycling waste
 - D. Cutting unwanted trees.

23. The inner most part of the structure of the earth is the
- A. hydrosphere
 - B. mantle
 - C. crust
 - D. core
24. The Chief Justice serves as a judge at thecourt.
- A. High
 - B. Appeals
 - C. Supreme
 - D. Circuit
25. The following are all political problems of development *except*.....
- A. poverty
 - B. dictatorship
 - C. multiple voting
 - D. human rights abuses
26. The solar system consists of the
- A. humidity
 - B. satellites
 - C. planets
 - D. star
27. There is judicial independence when the....
- A. judiciary generates its own salaries
 - B. judiciary elects its leaders
 - C. judiciary is in another country.
 - D. judiciary is not controlled
28. The loss of water from plants into the atmosphere is
- A. evaporation
 - B. transpiration
 - C. transfiguration
 - D. evaporation - transpiration .
29. Ejuanema in the Eastern Region is noted for
- A. gold
 - B. diamonds
 - C. bauxite
 - D. manganese
30. Which of these passed through Britain, Burkina Faso and Ghana?
- A. Longitude 0°
 - B. Longitude 180°
 - C. Latitude 0°
 - D. Latitude 23½°N
31. Ghanaians vote every years to elect their Assembly Members
- A. two
 - B. three
 - C. four
 - D. five
32. A period of one hundred years is a
- A. decade
 - B. century
 - C. silver jubilee
 - D. golden jubilee
33. Which of these falls under tertiary production?
- A. Fishing
 - B. Mining
 - C. Logging
 - D. Tourism
34. When, the national flag flies at half - mast.
- A. there is a natural disaster
 - B. there is a general election
 - C. the state is in a funeral
 - D. the president travels out,

Use the table below to answer questions 35 to 37.

The table below represents the temperature and rainfall recorded at a weather station.

Month	J	F	M	A	M	J	J	A	S	O	N	D
Temp. °C	22	25	30	30	31	30	30	29	31	32	31	20
Precipitation (mm)	0	5	7	15	20	43	60	52	40	21	11	10

35. Which month was the hottest?
 A. October
 B. December
 C. January
 D. May
36. Which of these months was the driest?
 A. May
 B. April
 C. October
 D. December
37. What was the mean rainfall for the first three months of the year?
 A. 12mm
 B. 6mm
 C. 5mm
 D. 4mm
38. The Electricity Company of Ghana is a enterprise.
 A. Partnership
 B. State owned
 C. Co-operative
 D. Sole proprietorship
39. The Fomena Treaty was signed after which war?
 A. Sagrenti War
 B. Feyiase War
 C. Dodowa War
 D. Yaa Asantewaa War
40. Which of the following can contribute to Ghana's development?
 A. Rapid population growth rate
 B. Frequent general election
 C. Being part of decision making
 D. Peace and security.

FINAL MOCK EXAMINATION
OCTOBER, 2021
RELIGIOUS & MORAL
EDUCATION (2&1)
Essay and Objective
1 hour, 45 minutes

2&1

Name

Index Number.....

ASSESSMENT FOR IMPROVING LEARNING
(C E P M E L I M I T E D)
FINAL MOCK EXAMINATION

October, 2021 RELIGIOUS & MORAL EDUCATION (2&1) 1 Hour, 45 minutes

Do not open this booklet until you are told to do so. While you are waiting, read and observe the following instructions carefully. Write your name and index number in ink in the spaces provided above.

This booklet consists of two papers. Answer Paper 2 which comes first, in your answer booklet and Paper 1 on your Objective Test answer sheet. Paper 2 will last 1 hour, after which the answer booklet will be collected. Do not start Paper 1 until you are told to do so. Paper 1 will last 45 minutes.

FINAL MOCK EXAMINATION
RELIGIOUS AND MORAL EDUCATION 2

Answer one question from each part. All questions carry equal marks.

PART I
RELIGION

Answer one questions only from this part

1. a. Describe how God created the world from the Christian perspective
b. State *three* advantages of Plants
2. a. Give *five* reasons why God created Human kind
b. Write *five* ways of keeping oneself holy
3. a. What is Recitation
b. Give *five* reasons why Muslims do recitations at worship.
c. State *four* benefits of Alms giving

PART II
MORAL LIFE

Answer one question only from this part

4. a. Explain the term Responsibility
b. List *four* types of Responsibility
c. Mention *four* importance of Responsibility
5. a. Outline *five* forms of greetings
b. State *five* factors to be considered before greeting someone
6. a. Identify *five* bad Table Manners
b. Show *five* significance of observing good table manners

PART III
SOCIAL LIFE

Answer one question from this part

7. a. List *five* examples of sexual immorality
b. Mention *four* causes of immoral behaviour among the youth
c. Define Immoral Behaviour
8. a. Give *two* examples of the following Youth groups
 - i. Christian Youth Organization
 - ii. Islamic Youth Organization
 - iii. Traditional Youth Organization
b. Mention *four* functions of Religious Youth groups.

FINAL MOCK EXAMINATION
RELIGIOUS AND MORAL EDUCATION I
OBJECTIVE TEST

Answer all questions in this section

Each question is followed by four options lettered A to D. Find out the correct option for each question and shade in pencil on your answer sheet the answer space which bears the same letter as the option you have chosen. Give only one answer to each question. An example is given below

To enhance friendly relationship among religious people we need to

- A. have mutual respect for one another
- B. sing to our religious people
- C. pray to God for protection
- D. study the way religious people behave

The correct answer is *study the way religious people behave* which is lettered D and therefore answer D space would be shaded

A B C D

Think carefully before you shade the answer spaces. Erase completely any answer you wish to change.

Now answer the following questions.

1. The attribute of God that shows He has no beginning and no end is.....
 - A. Creator
 - B. Eternal
 - C. Holy
 - D. Omniscient
2. The last supper reminds Christians of Jesus'
 - A. betrayal
 - B. crucifixion
 - C. holy communion
 - D. triumphant entry
3. The most important source of morality in Islam is.....
 - A. Hadith
 - B. Qur'an
 - C. Sunnah
 - D. Tawrah
4. All the laws Moses gave to Israel were recorded in the books of.....
 - A. Exodus, Leviticus and Deuteronomy
 - B. Genesis, Exodus and Numbers
 - C. Genesis, Deuteronomy and Leviticus
 - D. Genesis, Deuteronomy and Numbers
5. One way of showing comportment is to....
 - A. fight for your right
 - B. gain recognition
 - C. respect the opinion of others
 - D. rush when doing things
6. Freedom of expression enables one to.....
 - A. move about freely
 - B. mingle with people freely
 - C. engage in any work
 - D. be heard freely
7. The prophecy about his future took place during his twelfth birthday.
 - A. Mohammed
 - B. Moses
 - C. Komfo Anokye
 - D. Jesus
8. This animal is known to make good use of its time
 - A. Housefly
 - B. Dog
 - C. Bee
 - D. Ant

9. Believers of the earthy goddess do not go to farm on.....
A. Tuesday
B. Wednesday
C. Thursday
D. Friday
10. The following are causes of teenage pregnancy *except*.....
A. broken home
B. financial problems
C. immoral practices
D. responsible parenthood
11. Repentance is to show.....for a behaviour
A. response
B. regret
C. mercy
D. godliness
12. Dipo rite is popular among the.....
A. Krobos
B. Gas
C. Guans
D. Akuapems
13. The first coming of Jesus was foretold by the.....
A. King Herod
B. Prophet Isaiah
C. Shepherds
D. Wise men
14. Payment of the dowry is important rite in....
A. puberty
B. naming
C. marriage
D. confirmation
15. Offering of food and living things to the gods is a traditional is know as.....
A. sacrifice
B. prayer
C. libation
D. fortune
16. The new born baby isin the family through naming ceremony
A. seen
B. remembered
C. identified
D. freed
17. The uncle is the head of the family in a/an.....
A. extended family
B. nuclear family
C. patrilineal home
D. matrilineal home
18. The institution of authority in the society ensures.....
A. respect for people
B. peace and order
C. good religious lives
D. a healthy environment
19. The duty of a member of a community falls under.....
A. communal responsibility
B. civic responsibility
C. filial responsibility
D. political responsibility
20. Agbozume is noted for the magical powers of the legendary.....
A. Tsali
B. Notsic
C. Dotsic
D. Agorkoli
21. The prayer of Muslims given by God Him self is called.....
A. Farz
B. Fajir
C. Kusuf
D. Nafl
22. Substances that relax the nerve and reduce stress are.....
A. common drugs
B. depresants
C. sedatives
D. stimulants

23. Smoking is not encouraged because it....
A. results in respiratory problems
B. leads to sexual promiscuity
C. destroys the blood group of people
D. attracts HIV virus
24. During the sickness of Prophet Mohammedled the prayers in his stead
A. Uthman Bin'affan
B. Umar Bin khattab
C. Abukakar Siddiq
D. Ali Bin Abu Talib
25. The Israelites were led to the land of Canaan by.....
A. Moses
B. Joshua
C. Caleb
D. Aaron
26. Pupils school fees are mostly paid by the.....
A. uncle
B. mother
C. father
D. children
27. The Aboakyer festival is celebrated to.....
A. remember their ancestors
B. purify the community
C. migrate the people to their present location
D. honour the tribal god called "Penkye Otu"
28. Complete this saying "Good name is....."
A. fair hearing"
B. better than one"
C. better than riches"
D. always at last"
29. It is good to show.....to people in time of need
A. riches and power
B. love and compassion
C. guilt and regret
D. complain and revenge
30. Blessed are the poor in spirit, for...
A. theirs is the kingdom of heaven
B. they shall be comforted
C. they shall obtain mercy
D. they shall see God
31. The elderly normally ends with this proverb when advising the youth.....
A. patience moves mountains
B. a rolling stone gathers moss
C. a word to the wise is enough
D. a child crocks snails and not tortoise
32. Salat is the practice by which Muslims.....
A. offer sacrifice to Allah
B. pray five times a day
C. show concern for the poor
D. travel to Mecca every year
33. One of the moral values of the parable of the Good Samaritan teaches.....
A. faithfulness
B. justice
C. mercy
D. patience
34. The Holy Qur'an describes angels as creatures who.....
A. punish evil doers on the judgement day
B. lead the faithful to observe the Hajj
C. anoint prophets and messengers of Allah
D. act on the order of Allah
35. In Christianity we have Paradise, and.... in Islam
A. Al -Khalia
B. Al - Jannah
C. Al - Hijrah
D. Al - Hajirah
36. Which of the following is not a parable of Jesus?
A. The Beatitude
B. The God Samaritan
C. The Prodigal son
D. The Lost coin

37. A chaste life makes one to be socially accepted and
- A. educated
 - B. qualified
 - C. respected
 - D. remembered

38. A change from the physical life to the spiritual is referred to.....
- A. birth
 - B. death
 - C. marriage
 - D. puberty

39. Jesus performed these miracles as part of His missionary work with the exception of.....
- A. he changed wine into water
 - B. he raised Lazarus from the dead
 - C. he opened a blind man's eyes
 - D. he fed five thousand people with only five loaves of bread

40. All natives of Kumawu were given tribal marks to signify that.....
- A. they were descendants of Komfo Anokye
 - B. they were descendants of Osei Tutu
 - C. they were descendants of Obiri Yeboah
 - D. they were descendants of Tweneboah Koduah

FINAL MOCK EXAMINATION
OCTOBER, 2021
GHANAIAN LANGUAGE & CULTURE (FANTSEI (2&1))
Essay and Objective
1 hour, 45 minutes

Name

Index Number.....

ASSESSMENT FOR IMPROVING LEARNING
(C E P M E L I M I T E D)
FINAL MOCK EXAMINATION

October, 2021 **GHANAIAN LANGUAGE & CULTURE** **1 Hour, 45 minutes**
(FANTSE (2&1))

Do not open this booklet until you are told to do so. While you are waiting, read and observe the following instructions carefully. Write your name and index number in ink in the spaces provided above.

This booklet consists of two papers. Answer Paper 2 which comes first, in your answer booklet and Paper 1 on your Objective Test answer sheet. Paper 2 will last 1 hour, after which the answer booklet will be collected. Do not start Paper 1 until you are told to do so. Paper 1 will last 45 minutes.

TURN OVER

FINAL MOCK EXAMINATION
GHANAIAN LANGUAGE AND CULTURE (FANTSE 2)

Dwumadzi yi gu afa ebaasa I, II, III. Yi asembisa kor pe ano wo ofa I mu na
yivi nsembisa a owo ofa II na III no nyinaa ano

OFA I

COMPOSITION (30 marks)

1. Fa nsem a oka do yi mu kor, na fa nkasafua oha eduonum (150) anaa no mboree kyerew ho asem.
- Kyerew daa bi a oye enyigye a esoo ho asem.
 - Kyerew ndzamba ebien bi a otaa dze kaar akwanhyia ba, na kyere akwan a wadze besiw ano.
 - Kyerew edwuma a ebeye no daakye ho asem.
 - Kyerew krataa kema wo nyenko na ka da bi a w' enyi gyee papaapa kyere no.

OFA II

COMPREHENSION 10marks

2. Kenkan nsem a oka do yi, na yivi nsembisa a owo ase no nyina ano. Akɔdaa bi wo kwaa bi mu koko bi do, na odo w kwafefefew wo nsu bi ho. Dua kese bi si kwa no finimfin, na dem dua no no ho ye hu, osiande oye bosom. Obiara suro de obotwa, anaaso de oboko ase, osiande obiara gye dzi de oye dem a, mbusu beba no do.

Opanyin no wo babaa bi a no ho ye few papa. Obiara ka dem abaabawa no n'ahoo few ho asem ka ka a, ongyaa da.

Opanyin no no kwa no ye few papanara, na afe biara oma ndɔbaa sen obiara ne dze. Naaso no mu dza onya suar koraa, osiande Odompo bi a oye dua no mu no see ndɔbaa no fa, na omma onnya edziban papa biara mmfi mu Afe biara mbre oye ara nye no.

Opanyin no yee biara de nkye ne nsa beka abowa no eku no, naaso ne nsa annka no. Osiande dua no so ye bosom ntsi, osuroo de obotwa akyen anaaso oboko ase.

Da bi opanyin yi hyiaa asaase no do mba no nyinara, na odo too hon enyim de "Obiara a obotum eku dem Odompo yi a osee mo kwa yi no, medze me babaa fefew yi bema no awar"

- Henfa na akɔdaa no tse?
- Eben dwuma na akɔdaa no dzii wo nsu no ho?
- Ebenadze na omaa dua no ho yee hu?
- Eben asem na obiara ka ka a ongyaa da no?

- e. Oyse den na akɔdaa no no kwa no mu ndɔbaa no do tsewee?
- f. Eben kasafua na ɔnye "mbusu" bɔ ebira wɔ akenkansem no mo?
- g. Eben kasafua na ɔnye "ndɔbaa" ye pen wɔ akenkansem no mu?
- h. Kyere "ne nsa beka abowa no" ase.
- i. Eben bɔ na ɔpanyin no dze hyee asaase no do mba no?
- j. Fa nkasafua a ɔmmbor esuon to akenkansem no dzin.

OFA III

LEXIS AND STRUCTURE - 20marks

Yiyi nsembisa a ɔwɔ ɔfa yi nyinara ano.

- 3. I. Kyerekwakasafua a woetwi ase no dodow kabea.
 - a. Okuafo no rodɔw no kwa.
 - b. Wɔde kuromnyi biara botua tow.
 - c. Omaa paanyi no edwuma mbordo.
 - d. Kwesi ne tam n'enyi dum.
 - e. Ohen frɛ baguanyi no.
- II. Kyerew asempruw mfemfem ho a ɔwɔ asentɔw biara mu.
 - f. Se oguandzinyi no ba a, yebɔtɔ ne ndzɛmba no.
 - g. Yekɔr ne fie no nna ɔada heii.
 - h. Onam de onyim adze ntsi ɔkyere no ho .
 - i. Yebɔkɔ skuul hɔ, se ɔba a.
 - j. Siantisir a manntɔ bi nye de, minnyi sika.
- III. Kyere nkasafua - kuw biara a woetwitwa ase wɔ nsentɔw biara mu.
 - k. Buukuu no da pon no do.
 - l. Akataasia memen no reba.
 - m. ɔdze sika maa no.
 - n. Nhyiren fɛfɛw wɔ dan no enyim.
 - o. Antobam repra ne fie.

IV. Kyerew nkasafua a woetwitwa ase no ase hon pen.
p. Banyin no ye odzefo mapa.

q. Yehun gyata wo kwaa no mu.

r. Dakodoko no atow nkyirefuwa.

s. Preko no aye no ho dabee.

t. Kaar no kor n'enyim totsen.

FINAL MOCK EXAMS
OCTOBER, 2021
BASIC DESIGN & TECHNOLOGY
(HOME ECONOMICS (2 & 1))
 Essay and Objective
 1 hour, 55 minutes

Name

Index Number.....

Candidate's Signature.....

Date of Examination.....

ASSESSMENT FOR IMPROVING LEARNING
(C E P M E L I M I T E D)
FINAL MOCK EXAMINATION

October, 2021 **BASIC DESIGN & TECHNOLOGY(2&1)** **1 Hour, 55 minutes**
(HOME ECONOMICS 2 &1)

Write your name, index number, in Ink in the spaces provided above.

*This booklet consists of two papers. Paper 2 is in two parts : I and II. Answer three questions only: Questions 1 in part I and two questions in part II using the spaces provided in this question paper. Paper 2 will last for 1hr: 15 minutes.
 Answer paper 1 on your Objective Test answer sheet*

*Do not start paper 1 until you are told to do so. Paper 1 will last 40 minutes.
 At the end of the examination, you should submit the entire question paper to the invigilator .
 Any candidate who tears off any part of the question paper will be severely penalized. Whether you answered all questions in this paper or not, hand in the entire question paper to the invigilator
 Credit will be given for clarity of expression and orderly presentation of facts materials*

HOME ECONOMICS	
For Examiner's Use Only	
Question Number	Mark
Total	

2021 CEPME Limited

TURN OVER

FINAL MOCK EXAMINATION
BASIC DESIGN AND TECHNOLOGY
(HOME ECONOMICS 2)

This paper consist of two parts, part I and II. Answer all questions from part I in the answer sheet provided and any two questions from part II in the spaces provided after each question.

PART I (20 marks)
CORE KNOWLEDGE
COMPULSORY

Answer all questions in this part.

1. a. Write *four* uses of fruits in our diet 2 marks

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

b. State *two* uses of embroidery stitches 2 marks

.....
.....

c. List *four* examples of one-pot dish 2 marks

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

d. Write *two* each of the following 2 marks

i. Household furniture

.....
.....

ii. Home electrical appliances 2 marks

.....
.....

c. List *three* instruments used for graphic communication

3 marks

.....
.....

f. Explain the following terms used in color work

[4marks]

i. Complementary colors.....

.....

ii. Shade.....

.....

iii. Shade of a color.....

.....

iv. Primary color.....

.....

g. Mention the *two* types of Exhibition.

[2 marks]

.....
.....

h. What is a line?

[1mark]

.....
.....

PART II (50 MARKS)
HOME ECONOMICS KNOWLEDGE

Answer only two questions from this section. Write your answers in the spaces provided after each question.

2. a. i. What is flour?

2marks

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

ii. State the *two* main types of batters 3marks

.....
.....

b. i. List *two* stitches each under temporary and permanent 2marks

.....
.....

ii. State the difference between temporary and permanent stitches

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

c. i. List *five* crochet articles

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

d. State *two* qualities of good vegetable 2marks

.....
.....

3. a. i. Explain the term "seam" 2 marks

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

ii. State *three* types of openings 3marks

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

iii. List *five* materials used for sewing 1mark each x 5marks

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

b. i. What are the main ingredients for preparing brown beef stew? 6 marks

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

ii. State the classes of fish and give two examples each 6marks

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

c. Explain the following terms

2 marks

i. Renovation.....
.....
.....

ii. Remodeling.....
.....
.....

d. State *three* ways of preserving fish

3marks

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

4. a. i. List *three* style features that can be used on a garment

3marks

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

ii. State *four* functions of collar

8marks

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

iii. What is the correct sequence or order of writing a two course menu

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

- b. State *two* examples of each of the following 6 marks
- i. Animal fibre.....
.....
 - ii. Vegetable fibre.....
.....
 - iii. Temporary stitches.....
.....
 - iv. Joining stitches.....
.....
- c. For each of the methods given below, give *two* examples of fish that can be preserved. 3mks
- i. Smoking
.....
 - ii. Canning.....
.....
 - iii. Freezing
.....
- d. i. Briefly define Roasting? 2marks
.....
.....
- ii. Give *four* specific examples of food that can be roasted 2marks.
.....
.....
.....
.....

FINAL MOCK EXAMINATION
BASIC DESIGN AND TECHNOLOGY
(HOME ECONOMICS 1)
OBJECTIVE TEST

Answer all questions in this section
Each question is followed by four options lettered A to D. Find out the correct option for each question and shade in pencil on your answer sheet the answer space which bears the same letter as the option you have chosen. Give only one answer to each question. An example is given below

- These are types of kitchen accidents *except*.....
- A. burns
 - B. vomiting
 - C. scalds
 - D. falls

The correct answer is *Vomiting* which is lettered B and therefore answer B space would be shaded

A B C D

Think carefully before you shade the answer spaces. Erase completely any answers you wish to change. Now answer the following questions.

1. In meal planning, to ensure that nutrients are preserved and the right texture of food is gotten, consider

 - A. the family budget
 - B. the need for variety
 - C. service of the food
 - D. method of food preparation

2. An egg which is really fresh will *not*.....

 - A. float in salt solution
 - B. sink in salt solution
 - C. be heavy
 - D. have yolk

3. In making stitches threaded needles are passed.....

 - A. through an article
 - B. in and out of an article
 - C. over the surface of an article
 - D. around an article

4. Over-laid seam is a/an.....

 - A. conspicuous seam
 - B. in conspicuous seam
 - C. French seam
 - D. joining seam

5. Dried powdered forms of cereals, grains, pulses and root tubers are classified as.....

 - A. flours
 - B. vegetables
 - C. batter
 - D. gluten

6. One of the importance of developing flat surfaces before constructing on artefact is that.....

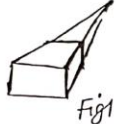

 - A. beauty is attained
 - B. everybody can develop
 - C. people cannot copy the design
 - D. cost is reduced

7. Pictorial drawing helps to view

 - A. 1 side of the object at the same time
 - B. 2 sides of the object at the same time
 - C. 3 sides of the objects at the same time
 - D. 4 sides of the objects at the same time

8. An electric iron fails to function because.....

 - A. the iron is old
 - B. the fuse is damaged
 - C. the ironing board is weak
 - D. the cables have the same colour

9. The most suitable pencil used for freehand sketching is the.....
 A. H pencil
 B. 2H pencil
 C. HB pencil
 D. BB pencil
10. Figure 1 shows an object sketched in.....
 A. isometric
 B. oblique
 C. one point perspective
 D. two - point perspective
- 
11. The illustration below is an example of
 A. shape
 B. rectangle
 C. line
 D. triangle
- 
12. A mixture of a secondary color with another secondary color gives acolour
 A. tertiary colour
 B. complementary
 C. intermediate
 D. analogous
13. Finding out whether the objectives of exhibition is achieved is termed
 A. questioning
 B. research
 C. interaction
 D. evaluation
14. Exhibiting a particular kind of product only is known asexhibition
 A. specific
 B. specialised
 C. bazaar
 D. general
15. The colour green is symbolises
 A. freshness and prosperity
 B. growth and royalty
 C. fertility and vitality
 D. newness and creativity
16. The type of meal eaten at late breakfast and early Lunch is
 A. elevenses
 B. supper
 C. brunch
 D. snack
17. A sewing tool for transferring marking from pattern to fabric is
 A. tracing wheel
 B. stiletto
 C. marker
 D. tailor's chalk
18. The suitable collar for a child's dress is.....
 A. Mandarin
 B. Chinese
 C. Paterpan
 D. Shirt
19. Which of these is a root vegetable?
 A. Broccoli
 B. Lettuce
 C. Onion
 D. Turnips
20. Corduroy is a fabric produce from
 A. cotton fibres
 B. linen
 C. silk fibres
 D. woollen fibres
21. The best garnish for fried fish is.....
 A. orange
 B. carrot
 C. cucumber
 D. lemon
22. Which of the following vegetables is *not* rich in protein
 A. Cowpea
 B. Agushie
 C. Kontomire
 D. Soya beans

23. The carbohydrate and fat portion of a dish form the
- A. accompaniment
 - B. main dish
 - C. snack
 - D. appetizer
24. One of the following is used to finish neck lines in a decorative way
- A. Peats
 - B. Collar
 - C. Pocket
 - D. Sleeves
25. Steamed foods are good for invalid and convalescent because
- A. it doesn't digest
 - B. it melts easily
 - C. it digest easily
 - D. it cooks faster
26. A skirt hangs well on a figure if it is a cut along the
- A. weft
 - B. warp
 - C. cross
 - D. bias
27. Which of the following flours is good for spring rolls?
- A. Rice flour
 - B. Wheat flour
 - C. Corn flour
 - D. Cassava flour
28. Buttons and buttonholes are worked on.....
- A. facings
 - B. hems only
 - C. double material
 - D. single material
29. Slow healing of wounds is a symptom of....
- A. marasmus
 - B. scurvy
 - C. goiter
 - D. rickets
30. The part of the machine which holds the fabric in position when sewing is known as the.....
- A. spool pin
 - B. feel dog
 - C. bobbin
 - D. presser foot

FINAL MOCK EXAMINATION
OCTOBER, 2021
FRENCH 2 & 1
Essay and Objective
1 hour, 45 mins

2 & 1

Name

Index Number.....

ASSESSMENT FOR IMPROVING LEARNING
(C E P M E L I M I T E D)
FINAL MOCK EXAMINATION

October, 2021

FRENCH (2 & 1)

1 Hour, 45 Mins

Do not open this booklet until you are told to do so. While you are waiting, read and observe the following instructions carefully. Write your name and index number in ink in the spaces provided above.

This booklet consists of two papers. Answer Paper 2 which comes first, in your answer booklet and Paper 1 on your Objective Test answer sheet. Paper 2 will last 1 hour after which the answer booklet will be collected. Do not start Paper 1 until you are told to do so. Paper 1 will last 45 minutes. At the end of the examination, submit the entire question paper to the invigilator

Any candidate who tears off any part of the question paper will be severely penalized.

Whether you answer all the questions in this paper or not, hand in the entire questions to the invigilator.

For Examiner's Use Only	
Question Number	Mark

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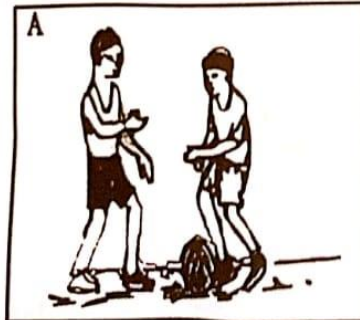
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FINAL MOCK EXAMINATION
FRENCH 2

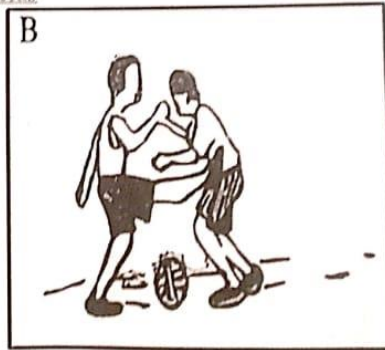
Answer one question Only using the spaces provided in this questions paper. Credit will be given for clarity of expression and orderly presentation of materials. Your composition should be written in French Language and should be between 60 and 80 words long. The outline below each questions will guide you.

1. Write a composition in French about your family.
 - a. -Le nom de votre famille
 - b. - D'où venez- vous et où est – ce que vous habitez ?
 - c. - Votre nationalité?
 - d. -Le nombre de personnes dans la famille.
 - e. - Combien de frères et sœurs avez-vous?
 - f. -Les noms de vos parents.
 - g. -Les professions de vos parents.
 - h. -Votre plat favori.
 - i. -Qu' est-ce que vous faites ensemble comme temps libre?
 - j. -Aimez-vous votre famille? Pourquoi?
2. Study carefully the pictures labelled A to F and narrate in French the story about what happened to Fred and his friend Robert.

Les enfants têtus



- i. Où sont les deux garçons?
- ii. Que font-ils?



Qu' est-ce qui se passe?



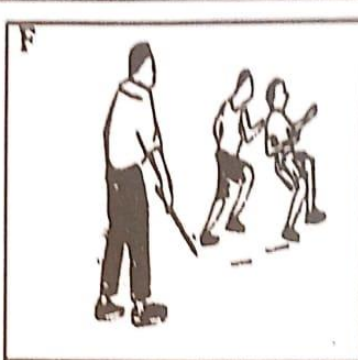
i. Qu'est-ce qu'ils sont en train de faire?
ii. Qu'est-ce qu'il a en main?



i. Que se passe-t-il?
ii. Qui arrive?



i. Qu'est-ce que l'homme fait?
ii. Où est l'homme?



i. Que font les garçons?

**FINAL MOCK EXAMINATION
FRENCH I
OBJECTIVE TEST**

*Answer all questions in this section
Each question is followed by four options lettered A to D. Find out the correct option for each question and shade in pencil on your answer sheet the answer space which bears the same letter as the option you have chosen. Give only one answer to each question. An example is given below*

On porte unepour tenir en place le pantalon ou la culotte
A. robe
B. chemise
C. serviette
D. ceinture

The correct answer is **ceinture** which is lettered D and therefore answer D space would be shaded
 A B C D
Think carefully before you shade the answer spaces. Erase completely any answers you wish to change.

Now answer the following questions.

PART I

For each question choose from the option lettered A-D the one, that is most suitable complete the sentence given and shade on your answer sheet the letter of the answer you have chosen.

- | | |
|---|--|
| <p>1. Pafana voyage aux Royaumes –Unis avec.....sa famille.
A. toute
B. tout
C. toutes
D. tous</p> <p>2. Tes cahiersfrançais sont sales
A. des
B. du
C. d'
D. de</p> <p>3. Combien....oranges y a-t-il dans le panier ?
A. de
B. des
C. de l'
D. d'</p> <p>4. Clara est.....jeune fille de vingt ans.
A. un
B. des
C. une
D. de</p> | <p>5. Monsieur Watson.....les accusés. Il est avocat.
A. insulte
B. défend
C. enseigne
D. signe</p> <p>6. Ta bicyclette est rouge.....est bleue.
A. la mienne B. le mien
C. le tien D. les miennes</p> <p>7. Ta sceur est toujours au village. Elle ne va plus à l'école ?....., elle est étudiante à l'université de Cape Coast.
A. Oui
B. Non
C. Vrai
D. Si</p> <p>8. Madame Gladys n'aime pas les enfants qui ne sont pas
A. polies
B. poli
C. polis
D. polie</p> |
|---|--|

9. Je m'appelle Muriel. C'est un(e)
 A. lundi
 B. mercredi
 C. dimanche
 D. vendredi

10. L'anglais vient de la Grande Bretagne.
 Elle est
 A. américaine
 B. française
 C. canadienne
 D. anglaise

PART II

Below are ten sentences with blank spaces followed by four options lettered A to D. Choose from the options the most correct answer that will fit into each blank space and shade on your answer sheet the letter of the answer you have chosen

11. Maman donne les bombons
 12. Chantal est malade. Elle prend
 13. Le Togo est situé du Ghana.
 14.devoir de Mathématiques est trop difficile.
 15. Françoise marche car elle ne se sent pas en bonne santé.

16.de l'Afrique du sud est Pretoria.
 17. La vache est un animal domestique qui nous donne
 18. Les élèves jouent toujours la récréation.
 19. La femme de Christopher est divorcée. Il est
 20. Comprenez-vous l'indianais qui a voyagé aux États-Unis d'Amérique ?

	A	B	C	D
11.	aux	à	en	à d
12.	de la bière	de l'alcool	de l'aspirine	du vin
13.	au nord	au sud	à l'est	à l'ouest
14.	Ce	Cet	Ces	Cette
15.	lentement	rapidement	vite	proprement
16.	le pays	le capitale	le continent	le quartier
17.	du lait	du miel	du vin	des œufs
18.	avant	en	pendant	sous
19.	veufs	veuf	veuves	veuve
20.	ghanéens	ghanéen	ghanéennes	ghanéenne

Read the passage below carefully and answer the questions that follow by shading on your answer sheet the letter which corresponds with the correct answer.

PART III.

Mon école.

Le nom de mon école est Saint Martin de Porres. L'école est située à Dansoman. Il y a vingt salles de classe, le bureau de la directrice, un réfectoire, une bibliothèque, une salle d'informatique, la salle des professeurs et un laboratoire de science. Saint Martin de Porres est située dans un environnement calme et paisible. Ce qui fait que l'enseignement se fait dans de bonne condition.

La directrice de mon école s'appelle Mamarose. Elle est gentille mais très disciplinée. Les professeurs enseignent très bien. Ce qui exige les élèves à travailler dur. À Saint Martin de Porres, nous commençons les cours à huit heures et terminons à quinze heures. Pendant la récréation, certains élèves vont au réfectoire pour manger et d'autres jouent. Les garçons jouent au football et les jeunes filles jouent au basketball.

Après les cours, je cause avec mes amis et puis je rentre à la maison. Chaque samedi, nous travaillons dans le jardin scolaire. Nous y cultivons des tomates, des choux, de la laitue, des carottes et des gombos.

J'aime bien mon école parce qu'elle est grande, propre et bien équipée; les enseignants sont travailleurs, les élèves sont aussi polis, obéissants et disciplinés et la directrice dirige l'école avec une grande sagesse. Quelle belle école !

21. Combien de salles de classe y a-t-il dans l'école?
A. Trente
B. Vingt et une
C. Vingt
D. Trente et une
22. Comment sont les apprenants de Saint Martin de Porres? Ils sont
A. disciplinés, obéissants et polis
B. polis obéissants et paresseux
C. gentils, polis et obéissants
D. polis, travailleurs et calmes
23. À quelle heure les cours commencent à Saint Martin de Porres? Les cours commencent à.....
A. 9 heures
B. 6 heures
C. 7 heures
D. 8 heures
24.les élèves jouent .
A. Pendant les cours
B. Pendant la récréation
C. Avant la récréation
D. Dans la nuit
25. Qui jouent au basketball ?
A. Les professeurs
B. La directrice et les filles
C. Les filles
D. Les jeunes garçons
26. Que fait l'auteur après les cours?
A. Il joue au football
B. Il va à la maison
C. Il va au réfectoire
D. Il fait ses devoirs

FINAL MOCK EXAMS
OCTOBER, 2021
INFORMATION & COMMUNICATION TECHNOLOGY
(2 & 1)
Essay and Objective
2 hours

Name

Index Number.....

Candidate's Signature.....

Date of Examination.....

ASSESSMENT FOR IMPROVING LEARNING
(C E P M E L I M I T E D)
FINAL MOCK EXAMINATION

October, 2021 **INFORMATION & COMMUNICATION TECHNOLOGY(2&1) 2 Hours**

Write your name, index number, in Ink in the spaces provided above.

*This booklet consists of two papers. Paper 2 is in two parts : I and II. Answer four questions only: Questions 1 in part I and three questions in part II using the spaces provided in this question paper. Paper 2 will last for 1hr. 15 minutes.
 Answer paper 1 on your Objective Test answer sheet*

*Do not start paper 1 until your are told to do so. Paper 1 will last 45 minutes.
 At the end of the examination, you should submit the **entire** question paper to the invigilator .
 Any candidate who tears off any part of the question paper will be **severely** penalized. Whether you answered all questions in this paper or not, hand in the entire question paper to the invigilator.
 Credit will be given for clarity of expression and orderly presentation of facts materials*

INFO & COMM. TECH.	
For Examiner's Use Only	
Question Number	Mark
Total	

TURN OVER

FINAL MOCK EXAMINATION
INFORMATION COMMUNICATION TECHNOLOGY 2

This paper consists of two parts, I and II. Answer all questions in part I and any other three questions in part II. Write your answers in the spaces provided after each question. Credit will be given for clarity of expressions and orderly presentation of materials.

PART I
PRACTICAL SKILLS (24 MARKS)
COMPULSORY

Answer all questions in this part

1. a. i. Complete the table below by providing the result or outcome of the shortcuts in the table.

Shortcut	Results/Outcome
CTRL + S
CTRL + C
CTRL + P
CTRL + V
CTRL + X

ii. List *four* features of the desktop. [4 marks]

.....

.....

.....

b. i. Explain *two* reasons why a file has to be deleted from the computer. [4marks]

.....

.....

ii. State *two* differences between Softcopy and Hardcopy. [4marks]

.....

.....



b. State any *two* rules and regulations in using the internet. [4marks]

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

c. Explain the following. [4marks]

i. Search engine:

.....

ii. Text formatting:


.....

APPENDIX C

ETHICAL CLEARANCE

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
ETHICAL REVIEW BOARD

UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref: CES-ERB/ucc.edu.gh/4/19-03  Date: 2nd December 2019
Your Ref:

Dear Sir/Madam,

ETHICAL REQUIREMENTS CLEARANCE FOR RESEARCH STUDY


The bearer, Theophilus Baah-Biney, Reg. No EF/PE/17/0008 is
M.Phil. / Ph.D. student in the Department of Education
and Psychology..... in the College of Education Studies
University of Cape Coast, Cape Coast, Ghana. He / ~~she~~ wishes to
undertake a research study on the topic:

The impact of classroom interaction and inter-
personal relationship on academic performance
of Junior High School students in the
Wassa East District.

The Ethical Review Board (ERB) of the College of Education Studies
(CES) has assessed his/her proposal and confirm that the proposal
satisfies the College's ethical requirements for the conduct of the
study.

In view of the above, the researcher has been cleared and given approval
to commence his/her study. The ERB would be grateful if you would
give him/~~her~~ the necessary assistance to facilitate the conduct of the said
research.

Thank you.
Yours faithfully,



Prof. Linda Dzama Forde
(Secretary, CES-ERB)

Chairman, CES-ERB
Prof. J. A. Omotosho
jomotosho@ucc.edu.gh
02443784739

Vice-Chairman, CES-ERB
Prof. K. Edjah
kedjah@ucc.edu.gh
0244742357

Secretary, CES-ERB
Prof. Linda Dzama Forde
lford@ucc.edu.gh
0244786680


APPENDIX D

INTRODUCTORY LETTER

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF EDUCATIONAL FOUNDATIONS
DEPARTMENT OF EDUCATION AND PSYCHOLOGY

Telephone: 0332091697
Email: dep@ucc.edu.gh

Our Ref: DEP/26/Vol 6
Your Ref:



UNIVERSITY POST OFFICE
CAPE COAST, GHANA
16th October, 2020

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

**THESIS WORK
LETTER OF INTRODUCTION
MR. THEOPHILUS BAAH-BINEY**

We introduce to you Mr. Baah-Biney, a student from the University of Cape Coast, Department of Education and Psychology. He is pursuing a Master of Philosophy Degree in Educational Psychology and he is currently at the thesis stage.

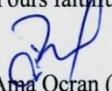
Mr. Baah-Biney is researching on the topic: **“IMPACT OF CLASSROOM INTERACTION AND INTERPERSONAL RELATIONSHIP ON ACADEMIC PERFORMANCE OF JUNIOR HIGH SCHOOL STUDENTS IN THE WASSA EAST DISTRICT.”**

He has opted to collect or gather data at your institution/establishment for his Thesis work. We would be most grateful if you could provide him with the opportunity and assistance for the study. Any information provided would be treated strictly as confidential.

We sincerely appreciate your co-operation and assistance in this direction.

Thank you.

Yours faithfully,


Ama Ocran (Ms.)
Principal Administrative Assistant
For: **Head**