UNIVERSITY OF CAPE COAST

IMPACT OF SELF-CONCEPT AND CLASSROOM BEHAVIOURS ON

ACADEMIC PERFORMANCE OF JUNIOR HIGH SCHOOL LEARNERS

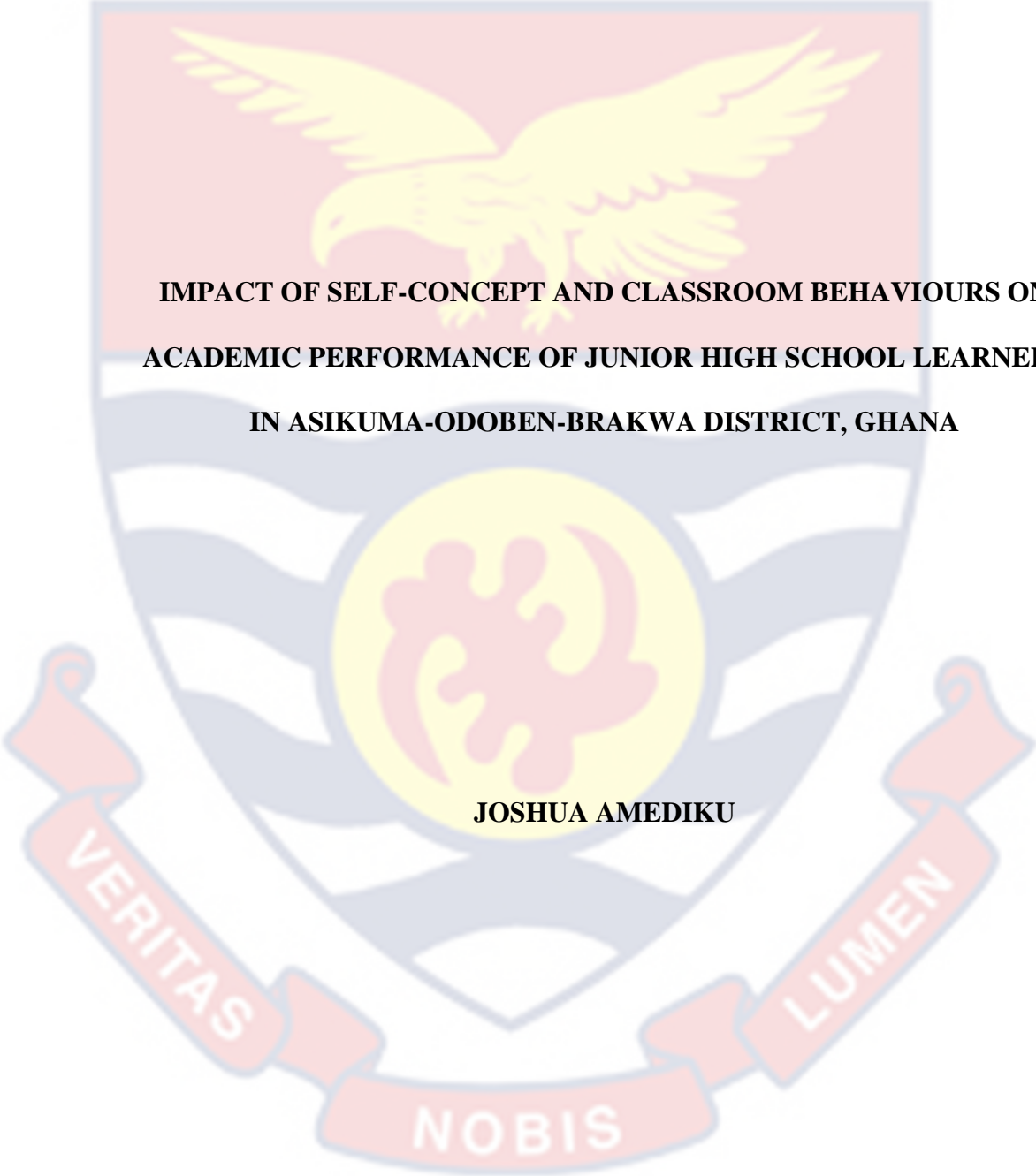**IN ASIKUMA-ODOBEN-BRAKWA DISTRICT, GHANA**

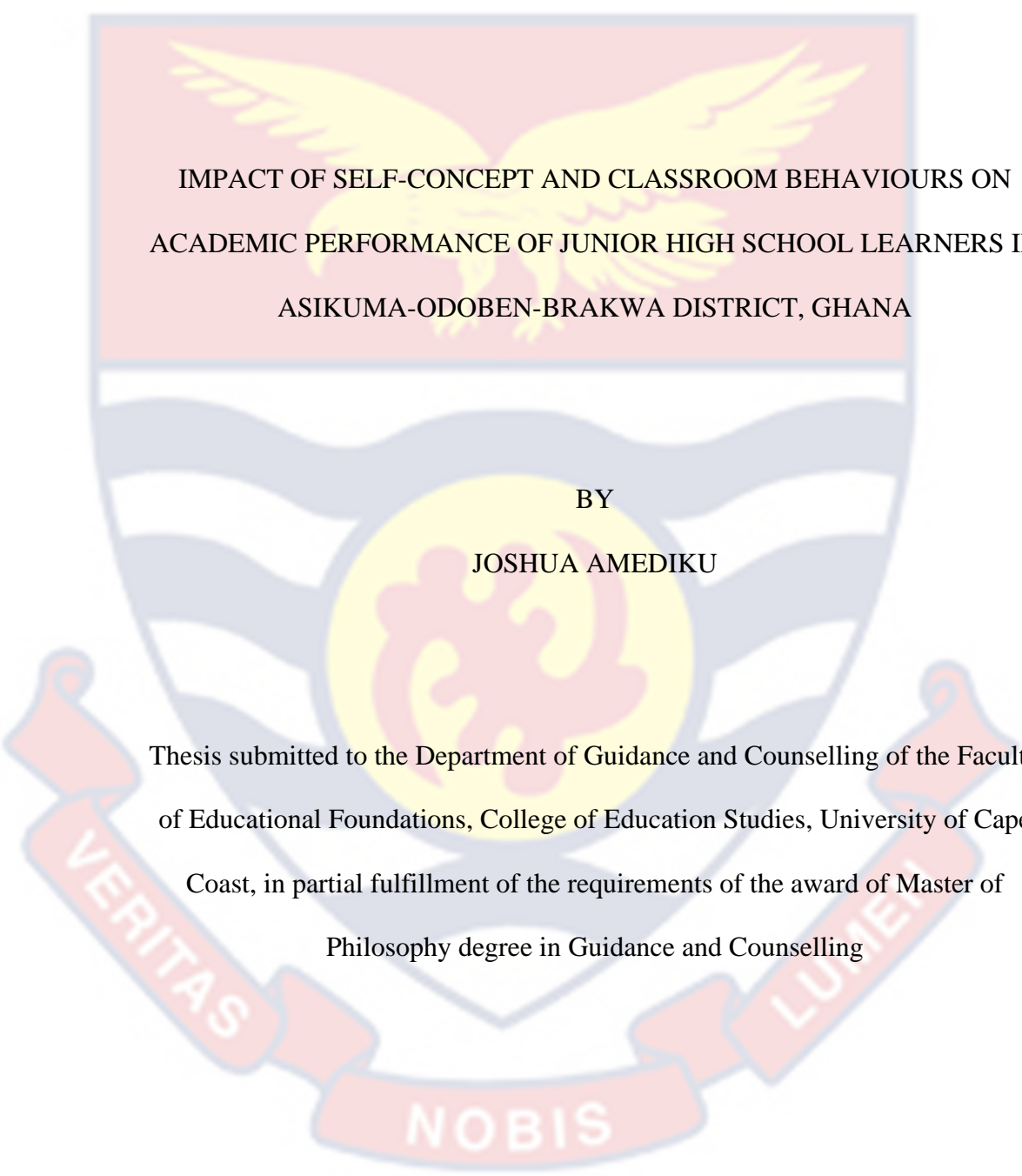**JOSHUA AMEDIKU**

2022

UNIVERSITY OF CAPE COAST

IMPACT OF SELF-CONCEPT AND CLASSROOM BEHAVIOURS ON

ACADEMIC PERFORMANCE OF JUNIOR HIGH SCHOOL LEARNERS IN

ASIKUMA-ODOBEN-BRAKWA DISTRICT, GHANA

BY

JOSHUA AMEDIKU

Thesis submitted to the Department of Guidance and Counselling of the Faculty

of Educational Foundations, College of Education Studies, University of Cape

Coast, in partial fulfillment of the requirements of the award of Master of

Philosophy degree in Guidance and Counselling

JULY 2022

DECLARATION

Candidates' Declaration

I hereby declare that this thesis is the result of my own original research and that

no part of it has been presented for another degree in this university or elsewhere.

Candidate's signature…………………………… Date: …………………………..

Name: ……………………………………………………………………….......

Supervisor's Declaration

I 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.

Supervisor's signature………………………….. Date: ………………………...

Name: …………………………………………………………………………....

ABSTRACT

This study examined how self-concept and classroom behaviour influenced junior high school learners' academic performance in the Asikuma-Odoben-Brakwa District. This study used a descriptive design and adopted a quantitative approach. The accessible population comprised learners from six JHSs in two circuits of the Asikuma-Odoben-Brakwa District. The study sampled 217 learners using a simple random sampling procedure where the "yes" and 'no" were recorded on paper and placed in a container for learners to pick randomly to be selected. A 44-item questionnaire on self-concept and classroom behaviour with 'r' of .85 and .89 respectively was used to collect data. Frequencies, linear multiple regression, means, percentages, and standard deviations were used to analyse the data. The study found that JHS learners in the district have positive social, physical, and educational self-concepts. It was also found that the learners exhibited impulsive and aggressive behaviours in the classroom as well as timid behaviour. The study revealed that the social, physical, and educational self-concepts of the learners do not influence their academic performance. Finally, the study found that the impulsive, aggressive, and timid behaviours that the Asikuma-Odoben-Brakwa District learners exhibit do not influence their academic performance. Based on the findings, it was recommended that counsellors and policymakers should design appropriate programmes and therapies to strengthen the positive self-concepts learners possess.

KEYWORDS

Academic Performance

Academic Self-concept

Classroom Behaviour

Self-esteem

Self-concept

Self-image

Self-report

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DEDICATION

I devote this thesis to my loving siblings and my devoted parents, Gideon Amediku

and Susuana Darlington.

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CHAPTER ONE

INTRODUCTION

Academic performance among learners is a worldwide phenomenon influenced by a variety of circumstances, and Ghanaian learners are no exception. Furthermore, a child's self-esteem influences their academic performance in elementary school (Saani, 2012). Learners go through significant emotional and behavioural changes as they advance through junior high school (JHS). As a result of the different educational scenarios they may encounter, children may feel contradictory emotions which can impair their behaviour, self-esteem, and intellectual development.

In the JHS, researchers looked at the relationship between learners' academic performance and their perceptions of themselves as learners. It is difficult to get actual data on how self-concept and classroom behaviour affect junior high school learners' academic performance. Consequently, this study aims to discover how JHS learners' academic performance in Ghana's Central Region is influenced by their self-concept and classroom behaviour.

Background to the Study

Because education is such an important human right, it is critical to discover and support traits that predict and encourage academic performance, allowing children to develop effective ultimate learners who can make meaningful contributions to humanity. Stronger self-concepts have been connected to the ability to take risks in academics and achieve greatness and success (Gillan, 2008).

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However, a learner's fear of failure may cause them to avoid taking risks, which would negatively affect their academic performance. The attitude, perception, and appreciation of a topic or course in school all contribute to academic self-concept. Learners' self-concept is crucial since it aids their adjustment to education from childhood through adolescence. It also makes it easier for learners to focus on their work in school. Researchers have confidence that a person's whole self-concept includes the intellectual self, as well as emotional, social, and bodily self-concepts (Marsh, 2015; Byrne & Shavelson, 2016). The foundation of the self-concept construct is the notion of self-worth (Marsh, 2013). Self-concept is described as a person's self-concept founded on self-experience or knowledge and built via interactions with behavioural and environmental tendencies (Eccles, 2015). Academic self-concept is demarcated as a learner's opinion of himself or herself about specific academic disciplines or talents (Trautwein, Ludtke, Koller & Baumert, 2016).

Marsh and Parker (2014) claim that social comparison, which takes place when learners compare their skills to others, is how academic self-concept is developed. Secondary school learners, often known as adolescence, are in a developmental stage in which a person moves from infancy to adulthood. At this age, adolescents are imperilled to a great deal of societal and psychological pressure. Psychological maturity, cognitive changes, filtering of social and family expectations, competing for role anxieties, complications in interactions with parentages, school, classmates, and topic choices, and adaptability to the environment of schools are only a few of the issues they confront. Adolescence,

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despite these changes, is also considered a period of self-appraisal and eventual worldview reformation (Block & Robins, 2013).

Reynolds (2015), Marsh (2013), and DeDonno and Fagan (2013) postulated that self-concept is a crucial factor in academic achievement. Academic accomplishment and academic self-perception are correlated, according to Jen and Chien's (2015) research. In-depth research has also been done on the direction of the causal relationship between academic success and academic self-concept. Similarly to this, Valentine, DuBois, and Cooper (2014) discovered three techniques for figuring out how academic achievement and academic self-concept are related. The academic self-concept is a determinant of academic performance, according to the self-enhancement paradigm. Academic self-concept is the key characteristic among proponents of the self-improvement paradigm. On high school (both senior and junior) learners' intellectual self-concept and success, Areepatiamannil and Freeman (2015) showed minimal correlation. In the studies, learners' intellectual self-concept decreases and becomes more solid as they become older (Marsh, Ellis, & Craven, 2002; Liu, 2012; Guay, Marsh, & Boivin, 2013). Males and females have distinct academic self-concepts, in several studies on gender differences (Marsh, 2015; Kamble, Naik, 2013; Lau, 2010). Men have a higher intellectual self-concept than women, as postulated by Ireson and Hallam's research (2011). A comparable study involving Hong Kong youngsters was undertaken by Lau (2010). The data revealed academic self-esteem of both males and females deteriorated from basic seven to basic nine, although female learners' deterioration was faster. From basic nine onwards, both genders' intellectual self-

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concepts improved, with male learners gaining more, asserted by Lau (2010). After a thorough study of the literature, it was discovered that in countries other than Ghana, academic performance and academic self-perception are related. Wehlage (2013) found that teachers that have high expectations for their learners foster a favourable bond with their school. The correlation between a learner's school identity and academic performance is well known (Goodenow, 2013; Goodenow & Grady, 2013; Wehlage, 2013). Academic success is more probable for learners who have a feeling of belonging at school, especially if they actively participate in class activities (Finn, 2012). According to the study, instructors who have trouble maintaining order in their classes feel frustrated with their learners and spend more time in class discussing learner behaviour than really teaching. Punishment, rather than encouraging learner responsibility, is counterproductive to effective teaching. Educators must assist teenagers in their emotional and social development. Smith and Strahan (2011) stated that consistency in the execution of punishment rules and procedures is critical because children may conflate the sayings of teachers with their practices. Learners who are unconcerned about classroom norms will go out of their way to set a positive example (Good & Brophy, 2014). Learners that display positive behaviour enjoy school and excel academically (Pintrich & DeGroot, 2010). Furthermore, teacher participation and sustenance, as well as the notch to which teachers valued directive and structure, as well as creativity, were all favourably related to overall learner accomplishment as said by Ryan and Grolnick (2016). Furthermore, Ryan and Grolnick observed that a learner's academic advancement was inversely correlated with teacher influence.

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Several classroom behaviour studies have been conducted (Joshi, Gokhale, & Acharya, 2012; Kirkpatrick, 2019; Mensah, Badu, Awinia, Gyamfi, Amissah, & Abodeye, 2021). According to this study, poor classroom behaviour has a detrimental impact on academic performance. Because they impact the future, schools are an important and strategic component of our educational system. Individuals try to develop in all parts of their lives, including physical, mental, and spiritual well-being, to prepare for further education and public service. Despite the efforts of schools and authorities, unwanted learner behaviour may occur. Schools, teacher behaviours, attitudes, school corporeal condition, atmosphere, and applications in the teaching and learning procedure, the learner's home life and atmosphere experience, media, and a range of other elements all contribute to the development of these behaviours. After their families, schools are the most important socialising institutions for children. The development of learners' attention to school and their conformance to the school's cultural framework aids to avoid unwanted learner behaviour (Blanton et *al.*, 2014). One aspect that impacts learner behaviour in the school environment. The school's atmosphere influences learners, teachers, and administration's behaviour, and it is recognised as a characteristic. Naturally, the temperature of a classroom may be influenced by the atmosphere of a school (Celik, 2005). Unwanted learner behaviour is one of the main factors that have a negative influence on classroom management and teachers' labour throughout the teaching and learning procedure. One of the main factors contributing to teacher burnout is these behaviours. Elik (2005) postulated that undesirable behaviours are any actions that undermine instructional activities

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in the classroom or that are disorderly and disruptive to other learners' or teachers' work (Basar, 1999). Not only do these behaviours affect learners' learning, but they also affect teachers' capacity to create and sustain an effective learning environment (Turnuklu, Zoraloglu, & Gemici, 2001).

Impulsivity, timidity, and aggression are all considered classroom behaviours in the current study. Impulsivity is the propensity to act deprived of careful consideration. Brunelle et *al.* (2009) said that people have the propensity to act immediately in response to cues that promise rewards without giving themselves enough time to think about the long-term effects. They also stated that, in terms of neurobiology, impulsivity naturally entails a lack of self-control and a poor ability to think in terms of social standards. This is relevant given research showing an association between impulsivity and hazardous sexual behaviour as well as other antisocial or violent behaviour, which impulsivity is sometimes mistaken for (Krueger et *al.* 2002; Skopal, Dolejs & Sucha, 2014). It is common for impulsivity and violent behaviour to be misconstrued (Garcia-Forero, 2008); some research even claims that they are the same personality trait (Critchfield, Levy & Clarkin, 2004). These two occurrences are not the same thing, even though they share the same developmental process. The investigation would also cover timidity which is yet to be explored by researchers.

Learners' classroom behaviour can be accredited to a diversity of influences. Families' disinterest in their children's education, the influence of violence represented on television and other forms of mass media, the influence of violence on learners' self-esteem and self-concept, and families' negative attitudes

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about their children are all issues (Demir, 2013). The reasons for learners'
classroom behaviour may be separated into three groups as made known by Ekinci
and ve Burgaz (2009): school, teacher, and learner factors. School, teacher, family,
and community are also four factors that impact children's classroom behaviour, as
said by Sarpkaya (2007). In another study, learners' classroom behaviour was found
to be influenced by overcrowded classes, families, and friends outside of school
(Sadik, 2002).

The educational programme does not determine all classroom behaviour. The
philosophical approach to education programmes is an important part of the construction
of the programme. The programme's content, objectives, teaching-learning procedure, as
well as learner behaviour in class, and the quality of an edited evaluation item, can all have
an impact on their feelings (Ozdas, 2013). Teaching approaches that are improper for the
subject are one of the explanations for learners' classroom behaviour. However, classroom
behaviour should not be related to the content or instructional procedures for all children
(Yiit, 2010). Both learners and teachers may have an impact on how learners behave
in the classroom. One of the most crucial elements of the educational process is the
instructor.

Attitudes, behaviours, expertise, equipment, educational process approach,
professional experience, tactics, techniques, strategies, and resources of teachers all
influence learner behaviour in the classroom (Ozdas, 2013). The entire demeanour
of teachers sets the tone for learners' actions, whether positive or bad (Ada, 2002).
Failure to reward positive behaviour, excessive demands that are beyond the
capabilities of learners, intolerance of individual variations, teachers who are not
role models for desired behaviours, and a persistent desire to control undesirable

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behaviours through punishment are just a few examples (Ada, 2002). Some of the causes of bad behaviour in the classroom may be traced back to the learners. Learners' traits and needs, school and class culture, prior experiences, school-related goals and expectations, and school-family interactions may all play a role in these behaviours (Zdas, 2013). The learners' self-concept, personality, and degree of success may potentially impact the development of these behaviours (Ozdas, 2013). The current study would thus add more complete data because there seems to be a dearth of information on the impact of self-concept and classroom behaviour on the academic achievement of JHS learners in Ghana's Central area.

Statement of the Problem

The essence of education to stakeholders is to equip the learners with the requisite skills to function effectively, to succeed in their academic endeavours at all times. Stakeholders in education such as Ghanaian learners, parents, and teachers are working together to guarantee that learners attain their academic performance (West African Examination Council, 2012). Teachers organising extra lessons for children, parents investing more money in their ward's schooling, and the increase of teacher compensation by the government to encourage them to perform at their finest are examples of such activities. Despite this, numerous Ghanaian learners appear to be doing below average in school. Both the Ghanaian government, which invests a large portion of its resources in education, and parents of children in this situation are worried (National Development Planning Commission, 2011). Self-concept is one of the main elements influencing learners' academic achievement (Bandura, 1997; Villarroel, 2011; Boulter, 2012).

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The learners of Asikuma- Odoben-public Brakwa's basic schools scored poorly academically, according to BECE findings. Table 1 displays the circulation of BECE results in the Asikuma- Odoben-Brakwa District from 2013 to 2019.

Table 1: *Distribution of BECE Results from 2013-2019 in Asikuma- Odoben-Brakwa District*

Year	Number of candidates presented	Aggregates 6-10 (%)	Aggregates 11-20 (%)	Aggregates 26-46 (%)
2013	1641	9 (0.54)	28 (1.7)	1604 (97.7)
2014	1786	111 (6.2)	600 (33.59)	1075 (60.2)
2015	2148	38(1.78)	124 (5.7)	1986 (92.45)
2016	2014	8 (0.39)	55 (2.7)	1951 (96.87)
2017	2399	12 (0.5)	96 (4.0)	1452 (60.5)
2018	2321	10 (0.43)	27 (1.6)	1310 (56.44)
2019	2415	9 (0.37)	338 (14)	1118 (46.2)

Source: Asikuma-Odoben-Brakwa Education Directorate's Report (2020)

Learners have performed poorly, as seen in Table 1. This situation raises questions about what factors may have led to the BECE applicants' poor academic performance. Despite the efforts of certain school administrators to address the issue, the problem of poor performance remains. Among the measures were the introduction of extra courses by teacher sacrifice, periodic evaluation, regular instructional monitoring, academic and socio-personal discipline among learners, and termly best and average learner awards within educational settings.

The majority of research and findings on how self-concept impacts academic achievement have come from Western nations, which may not be representative of Ghana's difficulties. Despite some research, it appears that Ghana has not produced many articles on the subject. According to Issahaku (2017), improving learners' attitudes and dispositions toward learning, such as attendance at lectures, involvement in class, self-initiated or independent study, usage of social media, and alcohol abstention, is crucial for improving academic achievement. Amaah et *al.* (2019) also discovered that parents' failure to provide their children with a topic textbook and breakfast is one of the primary causes of their learners' low academic performance at Wamfie Circuit Junior High Schools in Dormaa East District. Insufficient teaching and learning materials, low parental participation in PTA meetings, learner and teacher absenteeism, learner and teacher tardiness to school, and inadequate teaching and learning materials are additional significant contributing factors.

Once more, Amakyi and Ampah-Mensah (2016) found that stated increases in access to education did not match advances in the availability of educational facilities to ensure the delivery of high-quality education. The quality provisions for education that are already in place and what those provisions should be differ statistically significantly. The junior high school (JHS) learners in Ghana were the subject of Dramanu and Balarabe's (2013) investigation into the relationship between academic self-concept and performance. The findings revealed an association between learners' academic accomplishment and academic self-concept that was favorable. Learners' perceptions of their academic selves in urban and rural

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junior high schools were very different, with urban learners rating higher. Similarly to this, Amoah et *al.* (2021) examined the academic achievement and academic self-perceptions of Ghanaian learners enrolled in colleges of education. The study also showed that academic self-concepts could not forecast the academic performance of learners at the Colleges of Education. Dontoh, Bakete, and Babah (2018) looked at how teacher candidates from Ghana's Ada and Accra Colleges of Education performed academically concerning their social self-concept. The results show a statistically substantial beneficial connection between the academic performance of teacher candidates and their social self-concept.

As stated in the extract, no study compares academic success to independent characteristics like self-concept and classroom behaviour. Therefore, the goal of the current study is to fill in this knowledge gap by examining how junior high school learners in the Asikuma-Odoben-Brakwa District describe their self-concept. Moreover, it has become crucial in the district of Asikuma-Odoben-Brakwa to answer these perplexing interrogations: "how do JHS learners perform?"; "what impact does the Asikuma-Odoben-Brakwa District's JHS learners' sense of self-worth have on their academic performance?"; and "what impact does JHS learner behaviour in the Asikuma-Odoben-Brakwa District have on their academic performance?" I looked at the direct and indirect consequences of learners' self-concept and classroom behaviour on their academic performance in the Asikuma-Odoben-Brakwa District as a consequence of the observed issues and the BECE results.

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Purpose of the Study

The study aimed at examining how junior high school learners' academic performance in the Asikuma-Odoben-Brakwa District was impacted by their self-concept and classroom behaviour. The study's particular objectives were to:

1. Find out the self-concept of JHS learners in the Asikuma-Odoben-Brakwa District.

2. Identify classroom behaviours of JHS learners in the Asikuma-Odoben-Brakwa District.

3. Find out how self-concept impacts JHS learners' academic performance in the Asikuma-Odoben-Brakwa District.

4. Find out how classroom behaviour impact JHS learners' academic performance in the Asikuma-Odoben-Brakwa District.

Research Questions

The following questions guided the research:

1. What is the perception of JHS learners in the Asikuma-Odoben-Brakwa District on self-concept?

2. What are the classroom behaviours of JHS learners in the Asikuma-Odoben-Brakwa District?

3. What impact does self-concept have on JHS learners' academic performance in the Asikuma-Odoben-Brakwa District?

4. What impact does classroom behaviour have on JHS learners' academic performance in the Asikuma-Odoben-Brakwa District?

Significance of the Study

The results of the study would be used to assess the relationship between academic success and self-perception in JHS learners as well as the interaction between behaviour in the classroom and performance. Teachers can utilise the data to choose the best pedagogy and classroom management strategies to meet the needs of JHS learners. Additionally, the results of the study might be used by guidance coordinators to help JHS learners overcome obstacles in their academic endeavours. Headteachers would utilise the study's findings as a starting point for planning in-service training for JHS teachers.

The results of this study would aid learners in receiving the support they require, which will enhance their self-perception and behaviour in the classroom. The knowledge gained from the study's findings would significantly improve counsellors' understanding of self-concept and help them build a solid platform for successfully offering counseling services to their learners.

The outcomes of the study would also help headteachers and Asikuma-Odoben-Brakwa Circuit supervisors understand the potential causes of JHS learners' poor academic performance. Finally, the outcomes of the study would aid parents in evaluating the likely causes of poor academic performance among Asikuma District JHS learners. The study's findings would serve as a springboard for more research because the report would be made available online and in the university library. The study's findings would serve as a springboard for more research because the report would be made available online and in the university library.

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Delimitations

The study's main concern was how junior high school learners' academic performance in the Asikuma-Odoben-Brakwa District was impacted by their classroom behaviours and self-concept. It was also restricted to JHS in four circuits in the Asikuma-Odoben-Brakwa District for convenient access. Their names were Asikuma 'A,' Asikuma 'B,' Brakwa, and Odoben. It was also limited to Asikuma-Odoben-Brakwa District public JHS 3 learners. Additionally, the study was restricted to 209 learners and used one inferential statistical tool in addition to four descriptive statistical tools (frequencies, percentages, means, and standard deviations). These technologies are suitable for data analysis to respond to research inquiries and test hypotheses.

Limitations

Limitations are defined by Best and Kahn (2006) as circumstances outside the researcher's control that may restrict the study's findings and their applicability to other contexts. Because the survey was available to responders at any time, several respondents expected to be influenced by their co-workers when filling it out. The amount of data acquired in the allotted time was limited since some respondents were hesitant to offer information. This might threaten the core principle of people's freedom to express themselves.

The Asikuma-Odoben-Brakwa District's eight circuits are the only ones included in this study, which may restrict the results' application to the entire country. Because of the limited sample size, the findings could not be extended to similar circumstances in other parts of the country. As a result, I sought to manage

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these restrictions to guarantee appropriate validity and reliability pieces of evidence of the outcomes of the study. Orientation sessions for teachers and learners were one of the strategies employed to enhance awareness of the study's significance and outcomes.

Definition of Terms

Academic Performance: It alludes to the assessment of learners' performance in a range of academic subjects.

Academic Self-concept: It relates to how learners see their academic performance. It includes their success, grade, motivation, creativity, and how they deal with difficulties in the various subject areas.

Classroom Behaviour: This refers to how learners act in the classroom in response to what is going on or what is present. There are two types of classroom behaviour: positive and bad. Following directions, completing classwork/exercises, keeping attention throughout teaching and learning, and many more positive classroom behaviours are examples. Being physically abusive or threatening others in the classroom, speaking out of turn, playing during teaching and learning, and other negative classroom behaviours are just a few examples.

Self-esteem: It describes how a person feels about himself or herself, including self-observation, self-perceived feelings, and self-knowledge, all of which have an effect on how that person sees. Consequently, one's overall accurate assessment of their worth, significance, or value.

Self-concept: It has to do with both how a learner views themselves and how other people react to them. It mostly serves as a mirror of how others see a person

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(learner). Self-concept in this study might be either good or negative. Learners who have a good self-concept feel capable, attempt new things, and aim for success. A negative self-concept, however, occurs when learners lack confidence in their abilities and are unable to attempt new things or strive for achievement.

Self-image: How a person views himself or herself.

Self-report: A report written by a youngster about himself or herself. This report may consist of ratings of specific behaviours or description selections.

Organisation of the Study

Five chapters make up the research. The study's introduction is covered in the first chapter. The background, problem statement, purpose, and research questions of the study are all included. The relevance, delimitation, restrictions, and meanings of the keywords make up the remaining elements. The literature review was described in Chapter Two. The conceptual framework, conceptual review, empirical review, and theoretical framework were all provided. The methodology used in the study is presented in Chapter Three, which includes the research design, population, sampling techniques, research instruments, validity and reliability, data collecting techniques, data processing, and data analysis, as well as ethical considerations. The research's fourth chapter gives the results and a discussion of them. The study's overview, findings, conclusions, and suggestions are presented in Chapter Five.

CHAPTER TWO

LITERATURE REVIEW

Introduction

The study looked at how self-concept and classroom behaviour influenced the academic performance of junior high school learners in the Asikuma-Odoben-Brakwa District. This chapter includes a review of the literature on the influence of self-concept and classroom behaviours on the academic performance of junior high learners. The following sections comprise the review:

1. Theoretical Framework
   i. Operant Conditioning;
   ii. Choice Theory;
   iii. Theories of Self-Concept Maintenance (Control theory of self-regulation and Self-discrepancy theory)

2. Conceptual Review
   i. The Concept of Self-concept;
   ii. The Concept of Classroom Behaviour;
   iii. The Concept of Academic Performance;

3. Empirical Review
   i. Self-Concept among Learners
   ii. Classroom Behaviours of Learners
   iii. Relationship between self-concept and academic performance,
   iv. Relationship between classroom behaviours and academic performance

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4. Conceptual Framework

5. Chapter Summary

Theoretical Framework

Operant Conditioning (Skinner, 1953), Choice Theory (Glasser, 1998), and Theories of Self-Concept Maintenance, which include the Control Theory of Self-regulation (Carver & Scheier, 1981) and Self-Discrepancy Theory (Skinner, 1953). Following that is a summary of these hypotheses and how they connect to the research.

Operant Conditioning

Skinner (1953) adopted principles and ideas from behaviourism into his work and made substantial advances to our understanding of human behaviour. In his study of wildlife, he discovered that it is conceivable to get desired behaviour results over incentives and unwanted behaviour outcomes over castigation to change the behaviour (Skinner, 1953). Despite the fact that Skinner's work on operant conditioning was not novel and intended to address classroom management issues, the strategies he developed can be successfully modified to do so.

Skinner's operant conditioning ideas have affected education, according to Omomia and Omomia (2014), with the greatest impact on classroom management. It has inspired learning objectives, planned teaching, control/mastery learning, and behaviour analysis, to name a few. The notions of punishment and reinforcement are the foundation of Skinner's operant conditioning. Skinner (1986) correctly said that a person cannot acquire by undertaking whatever without help, but rather by the penalties of their actions. He chose the term reinforcement for this reason. If

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JHS learners in the Asikuma-Odoben-Brakwa District obey classroom rules, they are more likely to demonstrate positive behaviours that should be rewarded.

Nonetheless, if the youngster violates the command, the conduct is undesirable and has to be reinforced with a consequence. Reinforcement can, therefore, be either good or negative. If the goal is to improve behaviour, incentives, and punishments must adhere to certain principles (Tauber, 2007). When the desired behaviour happens, it is rewarded with positive reinforcement to encourage it to continue. For instance, applauding learners for completing work, awarding bonus marks to learners who excelled on examinations, and so on. This effective use of rewards may be able to fix some of the classroom's challenges.

When a learner engages in undesirable behaviour and is punished, negative reinforcement is castoff to inspire the learner to involve in more desirable conduct. Because the purpose is to correct the learner's behaviour, not to inflict emotional anguish, the use of punishment concepts should be carefully examined. Skinner also believed that ignoring poor behaviour rather than punishing it was a preferable alternative. Teachers should use rewards sparingly to ensure that learners continue to develop desired behaviours rather than reverting to negative ones (Standridge, 2002). Constant reinforcement is required to change the learners' behaviour. Positive behaviour should be praised, while negative behaviour should be ignored or penalised. Negative reinforcement is used in a classroom where teachers push learners to observe classroom norms. As a result, operant conditioning provides teachers with theoretical support and assists them in following and setting procedures to achieve desired behaviour results.

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Choice Theory

The Choice Theory, sometimes referred to as the Control Theory, was created by Glasser (1998) as a method for addressing problems with classroom administration. The idea is founded on the five fundamental needs of people. Glasser recognised the motivational elements underpinning acceptable and unacceptable classroom behaviour as survival, belonging, freedom, power, and enjoyment. The primary concept of this method is that teachers cannot simply tell their learners what to do; rather, they may show a significant role in supporting learners in decision-making, which can lead to positive behavioural changes (Glasser, 2001). Human functioning is built on a foundation of food, shelter, physical comfort, and other survival essentials. Learners may not feel safe and relaxed in the classroom if the survival criteria are not satisfied. Gabriel and Matthews (2011) state that instructors must ensure that children eat appropriately, are well, get satisfactory siesta, and a variety of other things. Teachers must understand that not every learner is reared in a safe environment. According to Glasser (2001), a teacher must organise lighting, seats, air circulation, and other aspects that will encourage classroom learning to successfully manage a class. The need for affection and connection among learners must be met. One of the most vital prerequisites in the Choice Theory is this. Glasser (1998) claims that the instructor's job is to ensure learners feel liked and cared for. Allowing learners to share their knowledge with their peers while also feeling welcomed and valued by their peers and adults is one method to satisfy these requirements (Frey & Wilhite, 2005). In this case, learners must make decisions. This offers a sense of liberation

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and freedom. To do this, learners must be allowed to produce and ponder, as well as have enough space and independence to feel as if they have made a decision (Frey & Wilhite, 2005). They will feel more at ease in the classroom as a result of this. To satisfy power needs, personal development is required. If you need some more power. To do so, learners must be assumed the freedom to produce, reflect, and have enough planetary autonomy to feel as if they have made an optimal (Frey & Wilhite, 2005). This will make learners feel more at ease when participating in school activities. To achieve power needs, personal development is essential. If the learners' power demands are not met, they may engage in undesirable behaviour. According to Frey and Wilhite (2005), power is defined as the child's capacity rather than his or her influence over others. The learner must be able to choose what they want to study and participate actively in and have a say in the education events. Learners' misbehaviour in the classroom will diminish if this need is addressed. Fun criteria include things like joy, enjoyment, and participation in activities that one enjoys (Glasser, 2001). It is vital to make learning pleasurable. Learners interact and learn more effectively when a teacher incorporates enjoyable needs into the classroom. Learners will gain confidence after demonstrating that they have learned properly and are competent. The children will be able to build ties with the teacher as a result of this.

Teachers should not force or confine learners, even if several alternatives are necessary because the decisions made should be genuine and not fictitious (Patall, Cooper & Robinson, 2008; Block & Robins, 2013). The choice hypothesis suggests that everyone's brain offers them the ability to self-direct their lives to

meet their wants (Glasser, 1998). Glasser (2001) posited that issues or misbehaviour in the classroom are created by a failure to meet the desires of the learners. A teacher must identify whose needs are not being satisfied in the classroom. It is a personal choice since a learner's behaviour is determined by their selections (Glasser, 1998). Therefore, it is the instructor's concern to assist the learner in making acceptable choices for the learner to demonstrate positive behaviour.

Theories of Self-Concept Maintenance

This theory looks at how people control and sustain their sense of self. This category encompasses both the self-discrepancy theory and the self-regulation control theory. According to both views, self-aware persons might consider if they are the type of person they want to be or whether they want to change in some way. These theories claim that how one defines oneself and how it affects one's classroom behaviour is mostly governed by how one compares to a certain point of reference. After that, each of these possibilities has been addressed in detail.

Control Theory of Self-Regulation

According to Nelson (2014), self-awareness enables us to determine if we are fulfilling our objectives. The self-regulation control hypothesis is founded on a cognitive feedback loop that demonstrates the four self-regulation processes: Test, Operate, Test, and Exit. People compare themselves to one of two criteria in the first test phase. Personally, self-aware people hold themselves to a personal standard, such as our values. Publicly self-aware people, on the other hand,

compare themselves to a public standard, such as shared standards among friends and family.

If a person feels he or she is not meeting the relevant standard, he or she will implement behaviour modifications to satisfy the standard. Following that, while self-reflecting on that subject, he or she re-examines themselves, comparing them to their values or the values of others for a second time. If the self keeps falling short of the standard, the feedback cycle will continue. If, on the other hand, the self and the standard are now in sync, the individual will stop thinking about it. At first look, the control theory of self-regulation appears to be hopeful, indicating how self-improvement may be achieved through a mix of self-awareness and self-regulation. A learner is likely to exhibit good classroom behaviours if he or she regulates himself or herself well to impact academic performance. It is prudent to review this theory as use explore these two variables.

Self-discrepancy theory

Trusty et *al.* (2016) suggested a hypothesis in which people assess their performance against a meaningful criterion. The self-discrepancy theory, on the other hand, focuses on people's emotional reactions to discrepancies between their real and ideal identities. According to Higgins, people have three distinct types of self-schema. The genuine self is a reflection of where we are right now. The ideal self is a reference point that reflects our ideal selves (This ideal self is composed of the features, attributes, and qualities that the individual aspires or hopes to acquire.) In other words, they ought to reflect the traits or attributes that a person feels he or

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she should have because of a sense of duty, responsibility, or obligation. This directly informs the concept of self-concept and to relate with performance.

Conceptual Review

The Concept of Self-Concept

The phrase "self-concept" has been the subject of heated debate for more than 75 years and has been associated with several meanings. A person's perception of themselves may be widely characterised as their self-concept following the definitions learned when performing a study on this issue. The Piers-Harris Children's Self-Concept Scale was developed by Ellen Piers and Dale Harris, who described it as a fairly consistent collection of attitudes expressing both description and evaluation of one's behaviour and traits (Cokley, 2010).

In a review of self-concept definitions from 1976 studies, Shavelson, Hubner, and Stanton identified seventeen different conceptual dimensions that could be used to categorise self-concept as stable, changing, situational, phenomenal, internal, normative, absolutely personal, non-evaluative, unidimensional, and multidimensional (Shavelson et *al.*, 1976). The construct's definition is ambiguous, which has limited the scope of self-concept study to this point. Without a precise, uniform meaning, it is challenging to connect factually weighty research to the idea of self-concept. The awareness of a "looking-glass self," which is a set of thoughts generated via societal contact about how new person sights that individual, was first put out by American psychologist Charles Horton Cooley in 1902. (Lynch, Foley-Peres, & Sullivan, 2008). Abraham Maslow explained in 1954, suggesting that people organised their desires into a pyramid,

working to satisfy their idealised or actualised self-image. Carl Rogers, a prominent psychologist, slated in 1951 that identity is an organised formation of self-concepts about an authentic or idealised self to which the person is alert (Lynch et *al.*, 2008). Since the inferred self-concept of another person is not the self-concept of that person, but rather that person's attribution of another's self-concept, self-concept can only be reported by the self (Shavelson, Hubner, & Stanton, 1976). One's self-concept is impacted by how one interacts with and perceive their surroundings (Marsh & Martin, 2011). In addition, how one perceives and responds to new events in life is influenced by one's self-concept (Ames & Felker, 1979). Albert Bandura postulated in 1986 that self-concept is a shared device of human activity that controls the course of life events (Bandura, 1986). The words "self-concept and self-efficacy," he said, are not interchangeable, although they are commonly employed as synonyms. Self-efficacy is a term castoff to define an individual's opinion of their capacity to finish a job.

The term "self-concept" refers to a person's overall perception of their value. Even though self-concept evaluations are never task-specific, academic and non-academic self-concepts can be distinguished. A self-concept question is "Are you a strong math learner?" whereas a self-efficacy question is "Can you manage this specific arithmetic problem?" According to Bandura (1976), children as young as three or four can describe themselves in concrete, observable terms, children between the ages of five and seven can elaborate on their characteristics and competencies, and children between the ages of eight and eleven can name their interpersonal skills and abilities, compare themselves to their peers, and integrate

opposing characteristics. A psychologist with extensive experience in child development, Susan Harter (Flahive, Chuang & Li, 2015).

A nomological network of relationships is frequently used in contemporary research on the construct of self-concept to define self-concept in contrast to other constructs and to compare qualities inside the construct of self-concept (a within-construct comparison) (Shavelson et *al.*, 1976). The study by Shavelson and colleagues made a key influence on the progress of this construct, and more subsequent research has looked into this nomological network to help define self-concept. Inferences about one's behaviour in specific situations are at the bottom of the hierarchy, inferences about one's behaviour in larger domains (such as social, physical, and intellectual) are in the middle, and a global self-concept (self-esteem) is at the top mentioned by Shavelson and colleagues (Flahive et *al.*, 2015).

Additionally, they stressed seven essential traits for defining self-concept: organised, multidimensional, classified, stable, dynamic, appraising, and distinct (Shavelson et *al.*, 1976). Organisation is the initial idea distinctive, and it deals with how individuals categorise and understand their experiences. The second element, multidimensional, is concerned with the various characteristics that make up a person's category system, such as societal reception, physical appeal, and aptitude. The hierarchy places a person's impressions of their behaviour in particular contexts at the bottom, self-inferences in wider areas in the mid, and a generalised self-concept at the top. Solidity is the fourth component of self-concept, and it is conditionally dependent on where one is in the hierarchy of self-concept. One's self-concept alters significantly as one moves down the ladder, depending on the

situation. The overall self-concept, yet, is more secure. Self-concept is always changing, which is its sixth quality. This is relevant to both the stages at which children communicate their self-concepts and the more varied self-concepts that develop as people mature. The ability of a person to evaluate their self-concept is related to the sixth component of self-concept, which is its evaluative character. The "ideal" or significant others are examples of absolute criteria that can be utilised to make decisions. Differentiability, the fourth attribute, argued that some life circumstances alter one's conception of oneself (Shavelson et *al.*, 1976).

Inferences about one's behaviour in specific situations are at the bottom of the hierarchy, inferences about one's behaviour in larger domains (such as social, physical, and intellectual) are in the middle, and a global self-concept (also known as self-esteem) is at the top. Multidimensional methods started to emphasise the aforementioned several components of self-concept as Shavelson's (1976) study gained momentum. Previously, the approach of a one-dimensional self-concept was widely accepted and applied in research. A one-dimensional strategy emphasises the self-esteem component of one's self-concept (Marsh & Martin, 2011).

While the field of self-concept research has been constrained by the absence of a generally agreed-upon definition of the construct, Shavelson and colleagues (1976) created a multidimensional definition that is often used in current research, notably in educational psychology. In self-concept research and its application to the area of education, the use of both within- and between-network comparisons, as well as Shavelson's (1976) hierarchical method, has become a well-studied phenomenon.

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Causal Study About Self-Concept

Using theories of skill development and self-concept, Robert Calsyn and David Kenny investigated the relationship between self-concept and academic achievement in 1977. According to the self-enhancement paradigm, self-concept is one of the most crucial elements in academic achievement. The skill development model, on the other hand, asserted that academic performance is the main factor in how one thinks about their academic abilities (Marsh, 2013). As a result, "Which comes first: self-concept or academic performance?" is one of the most often discussed topics in the world of education. Unexpectedly, there is no logical defense. According to a growing corpus of research employing the reciprocal effect paradigm, academic performance both impacts and is impacted by one's self-perception as an academic (Marsh, 2013). The bulk of academics is presently focusing their efforts on determining whether there are statistically significant linkages between academic achievement and self-concept to support both self-enhancement and skill development model predictions. The impacts of earlier self-beliefs were considerably larger when Valentine, DuBois, and Cooper (2005) measured self-belief using academic self-beliefs as opposed to measures of global self-esteem. Valentine and his colleagues found that when self-belief and achievement indicators were matched by subject area (for example, math achievement and math self-concept), the effects of self-concept on subsequent performance were significantly stronger (Marsh, 2013). Marsh (2013) used longitudinal data from two substantial, nationally representative groups of German high school learners together with structural equation modeling to examine intrinsic

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motivation as a mediating factor. The academic self-concept, school grades, achievement test scores, and academic interest causal ordering reciprocal effects models were employed in this study. Both studies found a "substantial" relationship between previous mathematics self-concept and later mathematical performance and test scores. Prior self-concept also had a substantial influence on ratings of academic interest, in addition to the impacts of earlier measures of academic aptitude, achievement test results, and academic interest (Marsh, 2013). These studies suggest that academic self-concept supports academic motivation and performance as shown by standardised test scores and school grades. When statistics on the causal association between academic self-concept and academic achievement are reviewed from the perspective of education, the use of this connection in the classroom frequently raises concerns. Given the information, it would be reasonable to believe that academic performance and self-esteem are related and that one has an impact on the other. Carole Ames and Donald Felker looked at 64 sixth-graders in 1979 and discovered this important link. The Piers-Harris Self-Concept Scale was used to determine if these kids had a high or poor self-concept before assigning them assignments. Children who had a good view of themselves were more likely to praise themselves on their accomplishments and attribute their success to high levels of competence than children who had a negative view of themselves. Kids with low self-esteem, in contrast to those with high self-esteem, punish themselves more when they fail (Ames & Felker, 1979). According to this study, children that have varying levels of self-esteem have various perspectives on accomplishment and engage in varying degrees of self-

reinforcing behaviour. The likelihood of future achievement in these areas was shown to be lower in young individuals with poor self-esteem because they were more likely to engage in self-criticism.

Researchers on self-concept Alfred Bandura, Paul Pintrich, and Dale Schunk found that learners who lack confidence in their ability to use those skills will be less likely to engage in tasks requiring those skills, put forth the necessary effort, and will be more likely to give up when the task becomes difficult (Mattern & Shaw, 2010). According to research, there is no simple one-way relationship between academic performance and self-esteem. Rather, academic accomplishment has been demonstrated to influence self-concept, and self-concept influences later academic performance. As a result of earlier research, studies on the connection between these two attributes have been and are a main focus in the field of educational psychology.

Concept of Classroom Behaviours

Children have a range of emotional and behavioural challenges in school, with some significant differences based on age and gender, the classroom, and the greater social milieu. Inattentiveness, hyperactivity, speaking up in class, using foul language, and violent behaviour are a few examples of these behaviours. Depending on the viewpoints offered by various organisations and stakeholders, different groups and stakeholders may see school behaviour in a variety of ways. In British schools, severe physical abuse is uncommon, but other forms of verbal and physical violence, particularly toward learners, are more common. However, some research (Department of Education) indicates that 70 per cent of UK

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instructors think that effective classroom behaviour includes respecting other people's opinions and dignity, engaging in class activities, and studying when the teacher is not there. Although the Body of Education (2012) used Ofsted inspection reports for the majority of its data, other surveys and studies included in the study raise doubts about this (Ofsted is the UK government department responsible for school inspections). According to research by the National Union of Teachers, 69 per cent of educators reported seeing instances of bad behaviour in their classes at least once each week. According to other research, 25 to 50 per cent of kids in UK schools have experienced bullying (Department for Education, 2012). In addition to finding evidence that nearly 40 per cent of teachers had dealt with a violent incident in the previous year and that 92 per cent of teachers reported that classroom behaviour had gotten worse throughout their careers, the House of Commons Education Committee (2011) also found evidence that headteachers go to great lengths to hide the worst behaviour of learners from inspectors.

Due to a lack of comparable material from other parts of the world, particularly from people with an Arabic cultural background, the focus is on UK institutions and publications. In the UK, Bowen, Heron, and Steer carried out a long-term study of parents and children (2008). According to this study, boys were more likely than females to exhibit anti-social behaviour in the classroom when they were eight years old, and exhibiting such behaviour at that age increased the risk of engaging in it at age ten.

According to this study, there was a significant link between "resilient children" (those who had engaged in no or just one type of problem behaviour up

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to the age of 8) and elements such as fewer peer issues, higher levels of educational achievement, higher levels of self-esteem, higher levels of enjoying their school experiences, and "lower levels of family adversity." Mothers with resilient children also exhibited "superior parenting characteristics" (Bowen et *al.,* 2008, p. 4).

Conferring to research conducted by Bramlett, Murphy, Johnson, Wallingsford, and Hall (2002) using a different methodology that took into account According to the survey respondents' (n = 370) observations as school psychologists in the US, 26 per cent of referrals for problem behaviour were for general conduct, 17 per cent for defiance, 16 per cent for peer interactions, 8 per cent for truancy, and 6 per cent for violence. There were 9 per cent of referrals for depression, 8 per cent for anxiety, 6 per cent for shyness/withdrawal, and 2 per cent for suicide ideation, which is a far lower rate than for externalised behavioural symptoms. This study asserted that internalised bad behaviour is less prevalent and teachers are less aware of it (who made the referrals). The most often reported elements of externalised classroom behaviour were general conduct and defiance, which correlate to variables like hyperactivity, inattention, and chattering (general conduct), as well as breaching school rules and confrontational classroom behaviour (defiance). If the degree to which one (external) is more readily observable than the other (internal), the stated degrees of external and internal issues will (as recommended) be a function of the teacher's ability and skill in detecting that an issue exists. Loades and Mastroyannopoulou (2010) performed research with 113 teachers using a survey questionnaire that comprised vignettes

depicting symptoms of children with emotional illnesses and children with classroom behavioural challenges.

Teachers were considerably better at spotting classroom behavioural abnormalities than emotional ones, according to the research. As a result, the authors conclude that the type of classroom behaviour demonstrated affects the identification of a problem. This conclusion is in line with those of other authors and researchers who have found that schools and teachers are stratified towards particular subfields of educational psychology and classroom behaviour, such as Mooij and Smeets (2015) and Maras and Kutnick (2014).

The complexity and core reasons for internalised classroom behaviour are another explanation for its lack of awareness when contrasted to externalised classroom behaviour. The research of Cheevers, Doyle, and McNamara supports this theory (2010). The goal of the study was to see if there were any relationship between parenting and classroom behaviour patterns in preschool-aged children, with a particular focus on children from low-income homes. In the study, 197 moms reported having behavioural problems on the Parenting Styles and Dimensions Questionnaire (PSDQ), while 21 instructors identified 15 behavioural traits in their learners.

In contrast to liberal parenting, which is connected to externalising behavioural traits like hyperactivity and inattentiveness, authoritarian parenting is associated with externalising behavioural traits like violence and disobedience. There was, however, no connection between parental methods and internalised behaviour. The findings of Haan and Thelosen' (2013) investigation are discussed

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in further detail below. Contrary to these findings as well as those of Cheevers et *al*. (2010), Cartwright-Hutton, McNally, White, and Verduyn (2005) claim that while some therapy is helpful for older children with internalising behavioural problems, nothing is known about the effectiveness of earlier therapies. Such treatments might be beneficial, especially if they concentrate on parents and modify parenting techniques in light of an understanding of young children's brain 'openness.

In light of this, Cartwright-Hutton et *al.* (2005) looked at 43 parents' young children's internalising and externalising behaviours both before and after they finished a parenting skills training program. When compared to an earlier assessment, both externalising and internalising behaviours dropped by almost the same amount. Internalised behaviour was the subject of the study because, as previously said, it is the most difficult to explain and evaluate.

Because Cartwright-Hutton et *al.* (2005)'s research has a significant risk of confounding issues, it is important to emphasise that some validity safeguards were taken. All of the parents who took part in the study in different regions of North West England had "moderate to severe concerns with their preschool child's behaviour and lived in a high level of social and economic misery," according to the findings (Cartwright-Hutton, 2005, p. 47). Addressing these elements is important since it emphasises the study's perceived benefit as well as the need of being aware of any research's potential confounding difficulties. While it may be difficult to relationship internalising behaviour to parental practices, early intervention can help to curb such tendencies.

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The gender of the learner was found to independently predict instructors effectively detecting whether a child had difficulty, as stated in Loades and Mastroyannopoulou's (2010) investigation. If the results of other studies are taken into consideration, this may be seen as further justification and support for the use of systemic theory, as it emphasises the understanding of an ecological web and multiple interactions with the child; however, the role of teachers requires further consideration to avoid the temptation to homogenise and generalise this group's role and approaches.

Concept of Academic Performance

Academic performance refers to a learner's advancement from one level to the next or the attainment of a moderate to a higher score on a topic. According to Henderson and Mapp (2012), the most prevalent criteria that limit learner progress include report cards and grades, grade point averages, involvement in advanced years, attendance and continuing in school, getting transferred to the next stage, and better behaviour. In this study, academic performance refers to grades on school tests.

Each country's growth is influenced by the quality of its education. Human resource development is commonly believed to be the cornerstone for any significant advancement (Glasser, 2009). Because of this, formal education is still the key to social and economic development as well as social mobilisation in all societies. Evidence suggests that senior high school education has continued to deliver low results overall (Glasser, 2009; Wong & Wong, 2015). The low

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performance in senior high school education is due to a variety of factors related to school and home (Ireson & Hallam, 2016).

Low performance at junior high schools has been a "symptom" of the rising number of incompetent senior high school learners, despite the Ghana government's efforts to accomplish its goal of providing education to all school-aged children. This symptom has to be researched scientifically to figure out what's causing it and come up with treatments (Wong & Wong, 2015).

One of the most significant parts of human resource development is education. As a result, every child should be allowed to achieve his or her full academic potential (Wong & Wong, 2015). Glasser (2009) defined education as a continuous process formed by society to assist its citizens in understanding the past and effectively engaging in the future. It involves the socialisation of people's innate strengths and potentials as well as their learning of the knowledge, abilities, and skills necessary for self-realisation and problem-solving in daily life. Education is a tool that may be utilised to help people achieve self-realisation, national awareness, unity, and the pursuit of social, economic, political, scientific, cultural, and technical development, according to Lent et *al*. (2014).

According to Wong and Wong (2015), education comprises the entire process of human learning, including the transmission of information and the development of skills. Liu (2012) predicts that junior high school education will provide the foundation and foundation for increasing understanding in senior high school and postsecondary institutions. It is both an investment and a tool that may

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aid a country's economic, social, political, technological, scientific, and cultural development. Regrettably, today's senior high schools fall short of their goals.

The academic performance of learners, according to Lent et *al.* (2014), is the criterion for determining a country's educational quality. As a result, achieving excellent results in internal and, for the most part, external exams is crucial. The Asikuma-Odoben-Brakwa District has had the poorest academic performance. In 2015 and 2016, 48.9 per cent and 38.3 per cent of learners passed the BECE, placing the district 13th out of 17 districts in Ghana's central region, respectively. Furthermore, the District's average BECE performance over the last five years (2015-2019) was 51.2 per cent (WAEC, 2021). The ongoing drop in children's academic performance on the Basic Education Certificate Examination (BECE) is not only frustrating for learners and parents, but it also has far-reaching societal consequences. In Ghana, junior high school is the first level of schooling. At present time, most parents are aware of the advantages to their children in terms of being productive citizens. Learners in junior high school learn a wide range of disciplines. Some are required, while others are optional. In Ghana, learners must finish six courses, including English, Mathematics, and Integrated Science, to progress to the secondary level. Failure to perform effectively at this level may result in the learners' academic ambitions being abandoned. This might be why all responsible parents invest in their children's academic performance in a variety of ways, including the purchase of learning equipment. Despite significant expenditures made by parents and governments throughout the years, academic performance among public junior high school learners in the Asikuma-Odoben-Brakwa District

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appears to be quite poor. A range of reasons contributes to learners' poor academic performance in Ghanaian schools. The factors that influence a learner's academic performance have been a topic of constant disagreement among community members, resulting in a loss of interest among both teachers and parents, as well as a decrease in the learner population.

Learner performance determinants have been the subject of numerous studies, and the findings, according to Lent et *al.*, "point to hard work and discipline, previous schooling, parents' level of education, family income, and self-motivation as factors that could explain differences in learners' grades" (2014). The foundation for any subsequent academic study cannot be set without senior high school products. Given the institution's goals and objectives, one would anticipate learners' performance on the Basic Education Certificate Examination to increase dramatically. If considerable action is required, all stakeholders should share responsibility for resolving Ghana's educational problems by undertaking scientific research into learner academic obstacles.

The most reliable indication of a learner's school performance is an academic accomplishment. Exam results have been used to assess academic performance at various levels of education across time (Kizmaz, 2006). In educational institutions, academic performance, or how effectively a learner satisfies government and institution-set goals, is used to determine success. Ireson and Hallam (2016) define academic performance as "how well a school, a person, or a group performs when given a learning assignment, activity, or one's accomplishment in standardised assessments in academic work." Academic

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success is influenced by how learners approach their studies and how they handle or finish the homework given to them by their professors. Academic success is associated with subject matter and intellect, suggesting that it depends on a learner's capacity. Academic performance is defined as a learner's capacity to do well when evaluated on the information they have learned (Lent et *al*. 2014). It is dependent on the learner's competency since it is related to curricular material and intellect. Academic performance, also known as academic performance or scholastic functioning (Wong & Wong, 2015), is an important predictor of young people's futures as well as the destinies of entire countries. It also serves as a gauge of the usefulness or not of schools (Trusty et *al.*, 2016). Exams are used to evaluate learners' academic progress as part of a quality education (Kizmaz, 2006). Test results are used to "evaluate academic development" since they are based on a person's ability to apply the knowledge and skills they have learned. To receive a standard grade, learners must participate in class activities and discussions, make presentations, finish assignments, and pass written and oral tests. The components of each grade are the responsibility of the instructor and the school, and learners are evaluated and categorised using a numerically accessible scale. Learners are ranked and placed on a numerically obvious scale, and teachers and schools are held accountable for the components of each grade. When performance results are provided in the form of letter or number grades and side remarks, learners may be assessed and grouped according to their performance, and teachers and institutions are held accountable for the components of each grade (Amegah, 2012).

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Kids are evaluated based on how well they perform on standardised tests that are appropriate for their age as well as a set of goals that each group of learners must achieve. Academic progress used to be evaluated more often than it is now, and the majority of the evaluation was based on instructors' observations. The idea of summing up or numerically quantifying a learner's accomplishment is a relatively new one (Amegah, 2012).

Empirical Review

Self-Concept Among Learners

Blote (1995) investigated learners' and teachers' opinions on teacher behaviour toward excellent and bad learners. Babad's study focused on teachers' assessments of their learners' behavioural variances. Differences in opinion between learners and teachers were indicators of teachers' reluctance to acknowledge they have adverse views about low-attaining learners. Low-achieving learners, according to both learners and teachers, received more teacher supervision and assistance, as well as less pressure. On the other hand, teachers and learners had opposing viewpoints on praise and criticism. Furthermore, both teacher expectations (founded on instructors' contact with their learners) and learners' school self-concept were associated with learners' sensitivities to their treatment. This means that learners from different schools have formed a sense of self.

Palomino (2017) looked at the viewpoints of elementary school learners (n = 26) who need compensatory education. Descriptive-correlational research was conducted using the "Multidimensional Self-Concept scale." The people claimed to have a favorable self-concept in social settings, physical attractiveness, and athletic

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prowess, as well as a mathematically sophisticated self-concept. The researchers also found the relationships between the various scale components, which benefited the creation and implementation of the mindfulness intervention. As can be seen, self-concept is crucial in learning and should be explored more in various teaching and learning research.

Finally, Vasalampi, Pakarinen, Torppa, Viljaranta, Lerkkanen, and Poikkeus (2020) investigated whether extraordinary individual academic accomplishment in a subject is associated with a positive self-concept that subject. They asserted that high average classroom performance is detrimental to self-concept. The researchers utilised data from the Finnish primary school learners in grades 3 (504), 487, and 365 to investigate if the assumptions of the Big-Fish-Little-Pond effect model held even in elementary school. They also looked at how the BFLP's impact differed by other variables but the present study would not consider it. Under the findings, strong reading and arithmetic abilities were connected to a high self-concept in the similar zone, as expected. There was minimal evidence of a negative impact in the classroom, and it differed depending on the school topic. Learning is significantly impacted by one's self-concept. It has also been demonstrated that self-concept and classroom impact are related. Both the problems of self-concept and academic performance were examined in the current study. It is, therefore, imperative to build on learners' self-concepts since they would enhance learners' performance in schools.

Classroom Behaviours of Learners

Joshi, Gokhale, and Acharya (2012) investigate several variables that influence learner behaviour. Based on an in-depth examination of secondary schools in Pune, India, the book explores the numerous strategies employed by teachers and their influence on learners' behaviour and performance in the classroom. The goal of this study is to develop novel solutions that go beyond explicit academic interventions to address the learning issues that poor learner behaviour generates and how schools respond to them. Its goal is to provide assessments that take into account the fact that a classroom's social and behavioural environment might reflect the school's overall academic environment, as well as to highlight the contributions of methods or programmes to enhance learner behaviour in general. According to the research, there is an issue with classroom behaviour. Consequently, the present study considers it a critical topic to investigate.

Granero-Gallegos, Baos, Baena-Extremera, and Martnez-Molina's (2020) study examined effective classroom management as a crucial teaching skill and a significant problem for educators. School satisfaction and disruptive learner behaviour regarding perceived teaching competence, as well as disparities between genders in these areas, were investigated. They used a non-probabilistic and straightforward sample selection method based on the contacts they had. The contest featured 758 learners from Murcia's public high schools (males: 45.8%). The ages of the participants ranged from 13 to 18 (M = 15.22; DT = 1.27). The following scales were included in the questionnaire: The Scale for Evaluating Physical Education Competencies, School Satisfaction, and Disruptive Behaviours

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in Physical Education were all utilised. Gender and physical education teaching competency gaps were statistically significant. Men, on the other hand, were found to be more pessimistic than women. More research is needed to validate or dispute the preliminary findings for generalisation.

Mensah, Badu, Awinia, Gyamfi, Amissah, and Abodeye (2021) looked at Ghanaian teachers' experiences and how they dealt with behaviour difficulties in children with visual impairments. They conducted thorough interviews with 15 carefully nominated academicians. The data were examined using thematic analysis. Psychological elements such as biological and psychodynamic theories are used to explain the findings. Learners exhibit a wide range of behavioural challenges in the classroom, which can be classified as physiological (emotional disorders, disobedience, and antagonism) as well as physical and social (emotional disorders, disobedience, and antagonism) (verbal abuse, chatting while asleep, being consistently late, and taunting). Teachers' negative attitudes, inefficient teaching techniques, family relationships, and the school environment all play a part in behavioural issues. The current study took a quantitative technique to investigate this.

Relationship Between Self-Concept and Academic Performance

With the advent of social and emotional teaching and learning in the educational sector, a great deal of research has been done on the link between academic success and learner self-concept. The cyclical relationship between academic accomplishment and self-concept is one of the most important lenses for assessing academic advancement. West, Fish, and Stevens (2010) looked at the

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relationship between general self-concept and school success as well as the relationship between academic self-concept and academic achievement. They discovered that academic self-concept was significantly influenced by school success and social input from others and that school success is "causally prominent" over academic self-concept (West, Fish & Stevens, 2010).

Additional publications that backed up this beneficial relationship between self-concept and academic performance were discovered during the literature search for the inquiry. In a study that used performance data from the 2003 Programme for International Learner Assessment (PISA), it was discovered that math self-efficacy, when added as a predictor of math performance alongside gender, race, time spent on math homework, and homework support, accounted for 44 per cent of the total variation in math performance. Thus, compared to factors like race, gender, and homework, mathematics self-efficacy contributed 20 per cent more to the overall variation in math performance (Kitsantas, Cheema & Ware, 2011). Even though self-concept and self-efficacy are not the same thing, these findings lend support to the idea that self-concept and arithmetic performance are connected. 159 academic underachievers in seven primary schools were given the Metropolitan Achievement Test (MAT) and the Piers-Harris Children's Self-Concept Scale by a prominent American metropolitan school system. Based on the MAT, the high reading achievement group had the greatest mean self-concept score and the poor reading achievement group had the lowest mean self-concept score for each of the seven dependent variables (Rogers, Smith & Coleman, 2015). Additionally, weak math achievers had significantly lower self-concept scores than

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either medium or high achievers when ability groups were based on math performance (Rogers et *al.*, 2015).

When learners were separated into groups based on their aptitude, reading, or math performance scores, researchers found a "strong positive correlation" between academic achievement and self-concept. In reading, the average composite self-concept score was nine, and in math, it was almost thirteen. Similar findings were noted by Rogers et *al.* (2015) and the majority of the literature I studied. My study has found, to variable degrees across studies, a favorable association between self-concept and academic achievement. All teachers will be able to offer their learners more social-emotional support and encouragement when they are aware of this connection, which might lead to higher success and increased self-esteem.

Relationship Between Classroom Behaviours and Academic Performance

Other factors, such as classroom behaviour, might influence their academic performance. It is suggested that you do some research on the subject. The initial three studies are key works that use straight reflection approaches to investigate the relationship between learners' classroom behaviour and their academic ability in a variety of areas. Research examining the association between learners' classroom behaviour and writing skills using teacher-report measures is also discussed.

To determine if classroom attentiveness was connected to academic achievement, in four general education classrooms, Lahaderne (2015) conducted a preliminary correlational analysis with 125 sixth-graders. To assess the learners' attention, a modified version of the Jackson-Hudgins Observation Schedule was employed (Jackson & Hudgins, 2015). Paying attention to the teacher's assigned

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area was used to describe the teacher's allocated area (thus, attending to the activity or paying attention to teacher instruction). Failure to pay attention to an area identified by the teacher (such as horseplay, working on a project other than the one the instructor advised, and/or doodling) is referred to as inattentiveness. The Scott-Foresman Basic Reading Test and the Stanford Achievement Test (SAT) were utilised to gauge the intellectual capacity of the learners. The learner's academic performance was not kept a secret from the observers. Even though the data was gathered over three months and 37 hours of observation, no information on the data-gathering procedure for individual learners was supplied (for example, the duration of observation per learner, the scheduling of observation, and the sampling method of observation). Only during the observers' training was inter-observer agreement measured, and it ranged from 83 per cent to 100 per cent. The data from males and women were examined separately. There was a statistically significant and positive link between learner attendance and all performance metrics in both males (r =.46 to.53) and females (r =.37 to.49). Additionally, for both males (r = -.42 to -.52) and females (r = -.38 to -.53), there was a negative and statistically significant relationship between inattention and performance on all accomplishment measures. These results demonstrate the value of classroom behaviour by showing that learners who focused more in the class had higher grades. There was also an inverse relationship, with inattentive learners having worse achievement scores. The results revealed that men had a somewhat stronger correlation between attentiveness and inattentiveness and the majority of academic performance indicators when the associations between attentiveness and inattentiveness and academic performance

were evaluated for males and females. Lahaderne's (2015) study was one of many that separated males and females to evaluate how gender affected attention and performance. According to the study's findings, non-learners' levels of attention and inattention are related to how far they advance academically. Despite these advantages, the study's internal validity is limited due to a lack of data (for example, the type of sampling process used, the time of observation per learner, and interobserver agreement). Samuels and Turnure (2014) used Lahaderne's (2015) study to explore the association between classroom attention and first-grade reading proficiency. Conferring to the authors of research on the topic, screening younger learners is critical for lessening the influence of earlier educational involvements, such as years of success or failure in school. The schoolroom behaviours of 88 first-graders in four general education classrooms were examined in this study. Data on learner attention was collected using direct observation approaches similar to those used by Lahaderne (for example, focusing on a task or instructor and/or focusing on an activity provided by the instructor) (2015). In addition, evidence of inattention was acquired by direct observation of behaviours rather than activities (for example, not following directions, closing eyes, and many others). Only during training was interobserver dependability (89%) assessed.

The observational data for each learner was collected using a 6-second interval recording approach, in which the observer observed the learner for 4 seconds before reporting the learner's classroom behaviour for 2 seconds. The authors mentioned the observational recording method but did not go into detail about the sampling strategy (full or partial period). Over a month, there were around

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15 one-hour observation sessions. The attention scores were divided into four groups by the researchers, with the first group being the lowest and the fourth group representing the highest. The percentage of correct responses was calculated using the Dolch (2016) list of fundamental sight words as a gauge of reading proficiency. Successes of certain learners were not disregarded by observers.

The results of this study corroborated Lahaderne's (2015) findings that there is a correlation between attention and reading word recognition performance, with learners in the fourth quartile (with attention scores of 88%) giving more accurate answers than learners in the first quartile (with attention scores of 68 percent). Furthermore, a statistically substantial connection was discovered between mean consideration scores and learner gender, with females obtaining a higher mean attention score than males, implying that gender variations in reading ability are decreased but the current study would not consider it as an objective.

A correlational investigation of attention and word recognition produced a similar result (r =.44) to Lahaderne's (2015). There has, however, been no gender-specific correlational study on attention and reading achievement. This was one of the first studies to look at the behavioural elements that influence academic performance by classifying attention based on how much time was spent paying attention. The findings showed that attention is important in both good and bad reading performance, and they are supported by Lahaderne's findings (2015). On the other hand, using mean word recognition test scores to assess reading achievement makes it challenging to understand and evaluate these results concerning other performance factors. The study's internal validity is also

compromised by a dearth of information on sample processing techniques and interobserver agreement. In the third study, Cobb (2012) examined the effects of various classroom behaviours on learners' academic growth in reading and mathematics. The research encompassed five general education classes and involved 103 fourth-graders from two primary schools. Individual learners' success levels were kept a secret from observers as they collected data on them over nine days. Eight classroom behaviours were noted by observers using a categorisation system.

Similar to the study by Lahaderne (2015) and Samuels and Turnure, attention was noted if a learner did one of the following: (a) stared at the teacher, (b) glanced at another learner speaking to the class, or (c) wrote down an answer (2014). There were three different types of inattention: (a) not paying attention to what was being done, (b) looking about, and (c) getting up from the chair.

This research also classified the following classroom behaviours: (a) good peer-to-peer conversation (for example, regarding academic work); (b) volunteers (for example, putting out a hand to respond to a question from the teacher); (c) compliance; and (d) self-stimulation (for example, the learner is scratching themselves, rubbing the material of their clothing). Interobserver reliability was assessed twice: once during training and once during classroom observation (reliability during training: 85 per cent, reliability during classroom observation: 88%). The Stanford Attainment Test's Arithmetic, Spelling, and Reading subtests were used to assess academic performance. Stepwise regression was used to assess the behavioural data as well as the results of the two achievement measures. The

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results of this study show that several classroom behaviours are significant predictors of learners' academic achievement across a variety of subject areas. For instance, attentiveness (M r =.44) was shown to be the most effective predictor of achievement in arithmetic among all the observed classroom behaviours. The research found that the greatest predictors of reading and spelling were talk-to-peer (r=.42) and standing up from a chair (r = -.25).

One of the earliest studies to explain how learners acted in the classroom was this one. The capacity to predict success was harmed by breaking down the overall response class of classroom behaviour into distinct behaviours. You could establish a stronger connection if you combine behaviours like getting up from your chair, glancing about, and not paying attention than if you separate them. Furthermore, all of the independent variables were input at the same time, and the algorithm chose the one that made the largest difference. As a result, the variances of other variables were not removed from the analyses, and the results were likely influenced by additional elements that the regression analysis did not account for. Furthermore, the findings of two previous studies revealed that there are gender disparities in behavioural predictors and academic performance (Lahaderne, 2015; Samuels & Turnure, 2014). Males and females were not separately studied in this study. Furthermore, a lack of knowledge about the observational sample approach used hindered the study's internal validity. The three studies mentioned above are based on ground-breaking research on the behavioural factors of academic performance among learners. On the other hand, these studies all have serious methodological flaws in common. To begin with, only one of the three studies listed

above gathered and published data on interobserver reliability (Cobb, 2012). Second, none of this research established a methodology for classroom observation (such as sample procedures, interval lengths, or learner sampling approaches). As a result, the inferences that can be drawn from the aforementioned study's findings about the association between classroom behaviour and academic performance are significantly constrained by internal validity difficulties.

Other studies have begun to focus on this topic. This argument addresses this issue by focusing on two studies from a large study base that spans more than 40 years. The first is a long-term investigation of the relationships between kindergarten component abilities (as well as first-grade writing quality and fluency, as well as transcription, spoken language, reading, and attentiveness) and reading comprehension and attention span (Kent, Wanzek, Petscher, Otaiba & Kim, 2013). Over a year, longitudinal research on the intellectual growth of 265 kindergarten learners from 10 schools and 31 classrooms was conducted. Different methods were used to assess kindergarten learners' transcription skills (such as letter transcription accuracy and fluency), expressive vocabulary, reading abilities (such as letter and word reading and decoding), and attention.

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A year-long assessment of the academic development of 236 kindergarten learners from 10 schools and 31 classes was conducted. Different methods were used to assess kindergarten learners' transcription skills (such as letter transcription accuracy and fluency), expressive vocabulary, reading abilities (such as letter and word reading and decoding), and attention. Instead of measuring attention through behavioural observations, Using the Normal Behaviour Rating Scale (Swanson et *al.*, 2016) and teacher ratings of the Strengths and Weaknesses of ADHD symptoms, Kent et *al.* (2013) compared learner performance to that of their classmates on 30 items. Instead of using behavioural observations to gauge attention, Kent et al. (2013) used teacher reports of the Strengths and Weaknesses of ADHD symptoms and the Normal Behaviour Rating Scale (Swanson et *al.*, 2016), in which teachers rated learners on 30 items using a 7-point Likert scale in comparison to their peers.

A writing exam was also administered. The number of words, sentences, and ideas that kindergarten learners generated in response to prompts were recorded using a previously developed coding system (ideas needed a predicate and a subject) (Puranik, Lombardino & Altmann, 2014). Learners were scored on the text structure organisation (does it have a clear beginning, middle, and end?), phrase fluency (is the sentence grammatically correct?), word choice (use of specialised terminology), and accurate word sequencing in response to a story prompt (McMaster, Du, & Petursdorrir, 2013). (For example, two terms that are close to one another and are relevant to the situation.)

Unlike two prior studies, this one did not consider gender (Lahaderne, 2015; Samuels & Turnure, 2014). The data were analysed using a structural equation model. According to the findings, learners' early written composition skills are influenced by their attentiveness. This research was unusual in that it looked at teachers' opinions of learner attentiveness as it related to other early literacy and language abilities. This study, unlike earlier ones (Cobb, 2012; Lahaderne, 2015; Samuels & Turnure, 1204), looked at the impact of learners' writing abilities over time. The results showed that learners' attentiveness has a significant influence on their ability to write in writing. Unlike two previous research (Lahaderne, 2015; Samuels & Turnure, 2014), this one did not include gender when looking at the relationship between attention and written expression abilities. Since prior research (Lahaderne, 2015; Samuels & Turnure, 2014) has found gender discrepancies in behavioural predictors and academic performance, this is a crucial demographic variable to include. The utilisation of instructor reports of learners' attention rather than direct attention assessments based on observable behaviour was another concern brought up in this study. Despite appearing to reflect learners' attention control, the teacher rating scale used in this study was created for a clinical attention test. The tool's reach is therefore constrained, and it ignores classroom elements like assignment completion requirements that could have an impact on learners' academic output and, ultimately, their writing skills.

A complete consideration exam that includes other measures responsive to classroom aspects of learners' attention would aid us in improved comprehension of the relationship between learners' attention and their ability to write.

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Furthermore, this scoring approach does not use gender and age-based norms when examining kindergarten component abilities that predict writing quality and fluency in kindergarten and first grade. The results of this study showed a statistically significant association between kindergarten composition fluency and kids' attention skills after controlling for spoken language, transcription, and reading skills. Furthermore, a statistically significant relationship between kindergarten attention and first-grade compositional fluency and quality was found. A model that just included transcribing competence, spoken language, and writing ability did not fit attention ($x2 = 73.5$, df = 4, p.001).

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has a narrow focus and disregards issues that may impact learners' academic productivity and, subsequently, their writing skills, such as performance standards for accurately completing assignments. We could learn more about the connection between learners' attention and their writing skills if we had a comprehensive attention test that included other measures sensitive to classroom-related features of learners' attention. Additionally, neither age nor gender is taken into account in this rating methodology. Additionally, this study considered gender disparities, in contrast to Kent et *al.* (2013). To evaluate learners' written expression skills, three writing measures—narrative, experimental, and expository—as well as three writing outcomes—quality (i.e., the development and organisation of presented ideas were rated on a 7-point scale), productivity (i.e., the total number of words and a total number of ideas), and fluency outcomes (i.e., the total number of words and a total number of ideas)—were used (thus, correct writing sequences). Three models were examined for each of the aforementioned writing outcomes using confirmatory factor analysis. The first model looked at how language and cognitive skills affected writing results. The second model looked at how gender affected the results of writing. The third model investigated the effect of gender on writing outcomes after taking into consideration linguistic and cognitive ability. The third model found that attention was a significant predictor of writing fluency but not productivity or quality, in contrast to the first model's findings that learners' attention was a statistically significant predictor of writing quality and fluency outcomes and the second model's finding that gender was a significant predictor of all three writing outcomes. As a result, after gender was taken into account in model

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3 (as was initially the case), attention was no longer a statistically significant predictor of writing quality. This was one-of-a-kind research in that it examined attention writing in great depth. Unlike other research, this one employed a teacher-rating method to assess attention (Lahaderne, 2015; Samuels & Turnure, 2014). There were also disparities in academic performance estimates between men and women. This study, on the other hand, looked into and revealed gender disparities in each of the stated writing traits.

In addition, because schools are increasingly providing multi-tiered academic support for learners' academic skill development (for example, response to intervention), future research on the relationship between learners' behavioural analysts and academic performance should take a more active approach. The previous studies considered gender as a variable; the present study would not look at gender. The conceptual framework tells the variables in the study.

Conceptual Framework
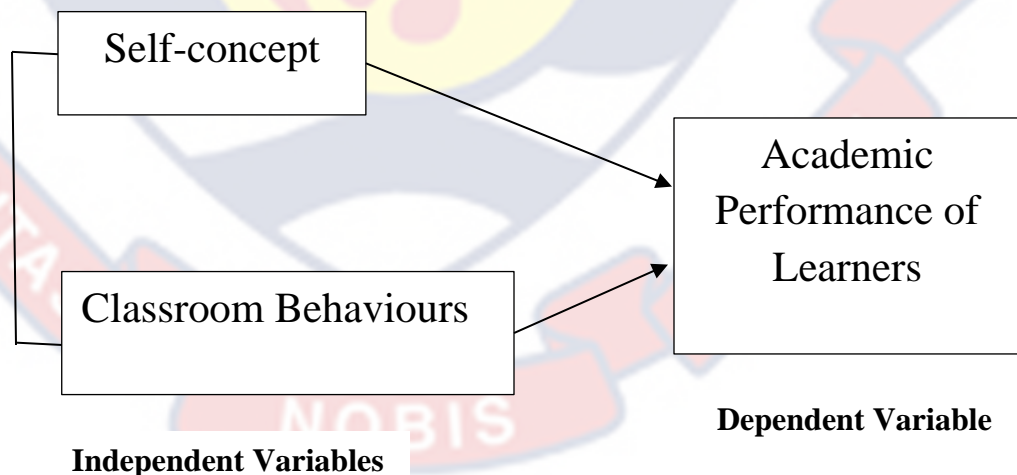
Figure 1: *Conceptual Framework of the Study*

Source: Author's Construct (2019)

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The independent variables are self-concept and classroom behaviour, as shown in Figure 1. Furthermore, academic performance is the dependent variable. According to the study, self-concept attributes such as self-image, ideal self, and self-esteem may have a favourable or negative impact on learner behaviour in the classroom. This circumstance may be influenced by the learner's behaviour and concept. The researchers also determined that this condition might have an impact on learners' academic performance, either absolutely or undesirably. From the framework, the study would find the level of self-concept and classroom behaviour exhibited by learners in objectives 1 and 2. The study would also find the relationship between self-concept and academic performance in objective 3. Finally, the study would also find the relationship between classroom behaviour and academic performance in objective 4.

Chapter Summary

This chapter contains the study's literature review. The review of related literature concentrated on the theoretical framework, conceptual framework, conceptual review, and empirical review. As a consequence, decision theory and operant conditioning served as the research's guiding principles. Reinforcement and punishment are the foundations of Skinner's operant conditioning. According to Skinner, people learn through experiencing the results of their actions rather than by acting independently. He adopted the phrase "reinforcement" as a result. The choice theory can also help with classroom management. The theory is based on the five fundamental human needs of survival, belonging, freedom, power, and enjoyment as the motivating factors for good or bad classroom behaviour. The

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fundamental tenet of this approach is that instructors cannot merely instruct learners on what to do; rather, they may be crucial in helping learners make choices that lead to positive behavioural changes. The other two ideas were investigated using the study's theoretical framework. The self-discrepancy hypothesis and the self-regulation control theory were the two theories.

The discussion of the conceptual framework came next in the literature review. It was revealed that some perceived elements impact self-concept, which is a dependent variable (mediating variables). These factors may have an immediate effect on learners' self-esteem. As illustrated in the conceptual framework, classroom behaviour, and academic performance were both dependent factors. The evaluation also included a conceptual examination. Self-concept, classroom behaviour, and academic performance were just a few of the themes tackled in this part. Scholars had defined these words in a variety of ways, according to the investigation. Despite this, there were significant similarities in their reports.

The review also looked at the empirical study. In several studies, researchers looked at the connections between classroom behaviour and academic success as well as the connections between self-concept and academic performance. The review's findings show a variety of relationships between classroom behaviour and academic success as well as between self-concept and academic performance.

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CHAPTER THREE

RESEARCH METHODS

Introduction

The study looked at how self-concept and classroom behaviour affected JHS learners' academic performance in the Asikuma-Odoben-Brakwa District. The research method utilised to perform the study is discussed in this chapter. The chapter looked at the research design, the study area, the population, the sample size and sampling procedure, the research instrument for data collection, the procedure for data collection, and the data processing and analysis.

Research Design

A research design is a thorough strategy for performing a study, which includes operationalisation of the variables to be measured, identifying the sample that the researcher is interested in, data collection techniques to respond to research questions and to test research hypotheses, and data analysis (Creswell & Creswell, 2018). Research design, according to Bryman (2012), provides a framework for data gathering and analysis. "Research design is a road map that guides a researcher through the process of data collection, analysis, and interpretation," he explained.

This study used a descriptive survey because Ary et al. (2010) explained that it is most suited for accurately characterising individuals, events, or circumstances. This tactic is very helpful when the population is very large and is also, in comparison, considerably simpler to grasp and explain. The researcher was able to analyze and assess the correlations between variables by using the

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descriptive survey. As a result, the descriptive survey allowed the researcher to efficiently and thoroughly describe how the independent variables and criterion variables relate to one another. (Emlen, 2006). The main goal is to determine whether there is a link of this kind, whether it is substantial, and whether it is positive or negative (Nwadinigwe, 2002).

This strategy also helped researchers understand how self-concept and classroom behaviour affect academic performance (Creswell & Creswell, 2018). This method was also judged appropriate for the study since it attempts to gather data from JHS learners on the impact of self-concept and classroom behaviour on academic performance using a questionnaire to generalise the findings (Creswell & Creswell, 2018). Because this method requires identifying, documenting, evaluating, and interpreting current occurrences, data gained via its application might be useful in establishing the effect of learners' self-concept and classroom behaviour on academic performance (Creswell & Creswell, 2018). In addition, Bryman (2012) believed that investigators give to review a sample or the complete population of individuals in a short period to define the population's perceptions, attitudes, views, behaviours, or traits. It is, therefore, appropriate to use a descriptive design for this study. Furthermore, the research was conducted from a positivist perspective.

A descriptive survey is not without flaws. For instance, Bell (2010) argues that it is challenging to ensure that the questions used in a descriptive survey design are straightforward and not deceptive since the precise phrasing of the questions can have a considerable impact on the findings. The results might potentially be

unreliable since they could dive into private issues about which people might not be entirely genuine and accurate. Surveys frequently utilise questions that call for respondents who can express their ideas clearly, sometimes even in writing. As a result, the questionnaire is constrained by illiteracy. Another flaw in the descriptive survey design is that not enough questionnaires are completed and returned when utilised to allow for meaningful analysis. These drawbacks were carefully evaluated, and precautions were made to make sure they would not impair the accuracy and dependability of the data used in the study.

Study Area

The Ajumako Enyan District Assembly (AOBDA) was "established in 1978 as a District Council from the Asikuma-Odoben-Brakwa District. It was likewise recognised as a district assembly, known as the Asikuma-Odoben-Brakwa District Assembly, by Legislative Instrument (LI) 1378. (AOBDA). The Instrument's 36 Electoral Areas are under its control. One of the District's three Traditional Councils is Breman Asikuma, the administrative centre and traditional capital of the Bremans. The two known councils are Brakwa and Odoben" (Ghana Statistical Service, 2014, p. 1).

The Asikuma-Odoben-Brakwa District has a "population of 112,706, accounting for 5.1 per cent of the region's total population, according to the 2010 Population and Housing Census. Females make up 51.8 per cent of the population, while men make up 48.2 per cent. Rural areas make up slightly more than half of the district's population (51.9%), with a male-to-female ratio of 93 to 100. Approximately half of the district's population (43.4%) is under the age of 14,

showing a broad base demographic pyramid that tapers off with a small proportion of elderly individuals (5.4 per cent). The total age dependence ratio in the district is 95.4, with men having a higher reliance ratio of 104.2 than females (87.9)" (Ghana Statistical Service, 2014, p. x).

"Seventy-nine per cent of people aged 11 and above are literates, whereas 21.0 per cent are illiterates. The male literacy rate (51.9%) is somewhat higher than the female literacy rate (48.1%). Nearly seven out of ten people (69.6%) said they could read and write in both English and Ghanaian. 18.4 per cent of those aged 3 and up in the district have never attended school, 44.1 per cent are now enrolled, and 37.5 per cent have previously attended" (Ghana Statistical Service, 2014, p. xi). The 79 per cent literate rate informs a good relationship to a study that looked into academic performance. It is vital, therefore, to investigate key areas and factors that relate to academic performance in an area with a high rate of literacy.
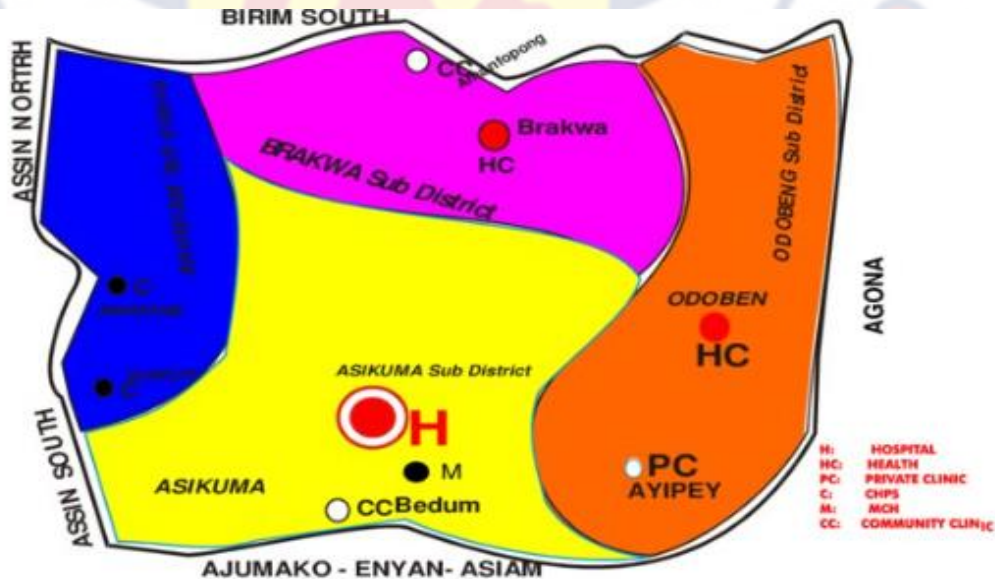
Figure 2: *District Map of Asikuman-Odoben-Brakwa*

Source: Amegah (2012)

Population

A study population, according to Creswell and Luketic (2017), is the total number of issues that match the criteria set. The participants are the ones who will be used by the researcher to extrapolate his findings. Bryman (2012) describes the population as "any collection of individuals or subjects who share at least one attribute." Participants in a populace must have the evidence needed for the study, as said by Creswell and Luketic (2017). The empirical units utilised in the inquiry, such as persons, things, or events, are referred to as the target population. This target population for the study is the group in whom the researcher is most interested (Kothari & Carg, 2014). The study's target group includes JHS learners from eight circuits in the Asikuma-Odoben-Brakwa District. In all, there were 610 learners.

JHS learners from two circuits: Asikuma 'A' and Asikuma 'B' were included in the study's accessible population. These circuits were used in the inquiry because they were easily accessible. Because of their accessibility and surroundings, the research concentrated on six JHSs, which may be typical of what happens in most JHSs in the Asikuma- Odoben-Brakwa area namely; Kuntenase Presby JHS, Asarekwa Islamic JHS, Ayipey Catholic JHS, Ayipey D/A JHS, Baako B JHS, and Brakwa Islamic JHS. A total of 500 learners attended the six JHSs (256 men and 244 girls).

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Table 2: Accessible *Population for the Study*

	Circuits	Males	Females	Total
1	Kuntenase Presby	70	59	129
2	Asarekwa Islamic	50	51	101
3	Ayipey Catholic	38	38	76
4	Ayipey D/A	32	30	62
5	Baako B	33	34	67
6	Brakwa Islamic	33	32	65
	Grand Total	**256**	**244**	**500**

Source: Asikuma-Odoben-Brakwa Education Directorate Report, (2020)

Sampling Procedure

Sample as said by Sarantakos (2005) is made up of carefully chosen individuals from the various units that make up the whole population. A sample, according to Sarantakos (2005), is a "subset of a population from which the researcher hopes to generalise the findings". The procedures used to choose a sample from the accessible population are known as sampling procedures and processes. Picking a subset from the population to represent the entire population is called a sampling procedure (Creswell & Luketic, 2017).

The sampling was done through a multi-stage sampling technique. First, the six JHSs were sampled using a convenience sampling procedure. According to Creswell and Luketic (2017), convenience sampling is useful when participants are close by, available at a specific time, or willing to take part in the study. In my case, the participants from the six schools were willing to take part. In the second stage,

217 JHS 3 learners were selected for the research using simple random sampling. A sample size of 217 persons should be used for a population of 500 learners, according to Krejcie and Morgan's (1970) recommendations. The JHS 3 learners were considered an appropriate sample because they were the learners with the most experience and have formed established behaviour. In a limited world, each element in the population has the same opportunity of being included in the sample size. Each prospective sample has the same chance of being picked (Kothari & Carg, 2014). The assertion makes it obvious for the use of simple random sampling. Using this sampling method, "Yes" and "No" were inscribed on shards of paper. These papers were placed in a vessel, which was methodically reshuffled by the researcher. In each of the six schools I visited, I directed JHS 3 learners to select only one paper from the container. Those who said "Yes" were randomly selected to finish the surveys. This was done to guarantee that all learners in JHS 3 had an equal opportunity of being nominated.

Instrument for Data Collection

For this study, Saraswat's (1999), self-concept scale was adapted and used for the study. There are three aspects to the Saraswat-adapted self-concept assessment. These characteristics include social, physical, and educational self-concepts. Similarly, the classroom behaviour scale has four dimensions, which the authors mentioned below utilised (Cheek, & Melichor, 1985; Barratt, 1994; Orpinas, & Frankowski, 2001; Ustun et al., 2017). A questionnaire was used to gather data for the study. The questionnaire was used to collect data because it provided actionable data, easy comparison, the generality of findings, the

anonymity of respondents, broad-scale coverage in a short amount of time, and lessened the strain on participants when answering questionnaire items. The downsides of using questionnaires include survey weariness, a lack of nuance, interpretation issues, the possibility of missing crucial comments, the difficulty of portraying attitudes and emotions, the possibility of respondents having concealed agendas, and dishonest responses.

Although questionnaires have certain disadvantages, the advantages outweigh the disadvantages, hence questionnaires were utilised to gather data in the study. Some of the variables in the questionnaire were devised by the researcher, while others were based on standard scales. The four elements of the classroom behaviour scale are impulsivity, shyness, aggressiveness, and hyperactivity. The questionnaire was broken down into three sections, each including the 44-item questionnaire. The first portion, named "Section A," entailed three elements. These questions collected data on the demographic features of the learners. Section B, the second half, entailed a 17-item measured on a 4-point Likert scale. These questions yielded data on the learners' self-concepts. A 24-item 4-point Likert scale was used in component C, the third and final portion. These questions elicited data about learner behaviour in the classroom. The 17-item self-concept measure has an alpha reliability of 0.91. Similarly, the 24-item classroom behaviour assessment had an alpha reliability of 0.82. The four-Likert scale ranging from Strongly Disagree (1), Disagree (2), Agree (3), and Strongly Agree (4). Based on this the baseline for an agreement was done on 2.5 thus $\frac{4+3+2+1}{4} = \frac{10}{4} = 2.5$. So, mean ≥ 2.5 represents majority agreement whiles mean < 2.5 represents disagreement.

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For academic performance, the average scores of learners in the terminal examination for the first term in the academic year were used and it was on Social Studies, Mathematics, Integrated Science, and English Language.

Validity and Reliability Evidence

The questionnaire was pilot-tested with 100 JHS 3 learners from three Jamra Circuit schools in the Asikuma-Odoben-Brakwa District, and the findings were used to finetune the questionnaire before it was used to gather final data. The data regarding the classroom behaviour of learners was obtained by these questions. Cronbach Alpha reliability for the 18-item self-concept questionnaire is 0.91. The supervisor and two other specialists in the area of guidance and counselling reviewed the instrument for suitability. This guarantees that both the construct and content-related validity evidence of the study is established. In addition, the researcher considered the suggestions of the participants. Irrelevant statements were removed, lengthy sentences were condensed, and any ambiguous remarks were explained. This helps in the standardisation of the questionnaire's data collection. Cronbach Alpha reliability coefficients were also employed to show that the data was reliable. This approach was used to weigh the internal consistency of the questions on the various questionnaire sub-sections. The estimations of trustworthiness are shown in Table 3.

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Table 3: *Internal Consistency of Scales/Sub-scales*

Construct/dimension	No. items	Alpha
Self-concept		
Physical	5	0.77
Social	6	0.74
Educational	7	0.81
Overall	*18*	*0.85*
Classroom Behaviour		
Impulsivity	10	0.82
Timidity	5	0.71
Aggressiveness	9	0.79
Hyperactivity	5	0.72
Overall	*29*	*0.89*

Source: Field Data (2021)

Cronbach's alpha coefficient was calculated. According to Ary et *al.* (2010), Cronbach's Alpha reliability value of 0.60 or above is sufficient to warrant the appropriateness of an instrument (the questionnaire) for data collection.

Data Collection Procedures

To obtain approval from school administrators and participants, an introduction letter from the department of guidance and counselling and ethical clearance from the Institutional Review Board (IRB) of the University of Cape Coast (UCC) correspondingly. After the authorities gave their approval, the questionnaires were administered. Learners were guaranteed that their views would persist private and nameless and that the information they supplied would be utilised solely for academic purposes. Learners were also made aware that they

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were permitted to pull out from the study at any moment. The learners filled out questionnaires under a stipulated period of 60 minutes.

Ethical Considerations

The following procedures were looked at for the study's ethical concerns: access, informed consent, confidentiality, anonymity, and plagiarism.

Access

To get permission from gatekeepers and participants, an introduction letter from the IRB of the UCC was requested. To obtain their consent to gather data, a duplicate of the letter of introduction was sent to the sampled headteachers of the district's public basic schools in Asikuma, Odoben, and Brakwa. Preparations for the questionnaire's administration were made after clearance was provided at that level.

Informed Consent

The contributors were given accurate and detailed info about the investigation's intentions and methods so that they could understand them and decide whether or not to participate (Bryman, 2012). As a result, any research involving human individuals as participants must get informed consent. The investigator described the purpose of the study, how the data would be used, and why it was important to the participants. Each subject was offered the prospect to consent to partake in the study of their own volition.

Confidentiality

"Confidentiality indicates the processing of information in a confidential manner" according to Bryman (2012: 67). Conferring to this concept, the researcher

must keep all participant information strictly confidential and only allow themselves access to it. Participants were given the assurance that their info would be reserved private before the start of data collection. As a result, codes were assigned to different surveys and kept out of the hands of the general public.

Anonymity

The safety and well-being of study participants must be protected. In the study, participants' identities were hidden or blinded to the greatest extent possible (Bryman, 2012). It should be impossible for researchers and anybody reading the study to "connect a certain reaction with a specific respondent" (Bryman, 2012, p. 65). On the questionnaires, contributors were urged not to deliver any personally recognising details (such as the designation of the school, the participants' names, email addresses, home phone numbers, or URLs).

Plagiarism

The act of incorporating someone else's ideas or work into your own deprived of giving them appropriate acclaim is known as "plagiarism". This can be done through or deprived of the other individual's permission. All works that have been published or are in the process of being published, whether in manuscript, print, or electronic form, are referred to by this term (Cooper & Saunder, 2016). Plagiarism, on the other hand, is the unethical practice of using another author's or researcher's words or ideas, or one's earlier work, without giving appropriate credit (Cooper & Saunder, 2016). The research recognised all in-text sources in the reference column. Furthermore, the study ensured that no content mentioned in the paper was used without acknowledging its source.

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Data Processing and Analysis

Statistics that are both inferential and descriptive were used to analyse the data collected. Linear multiple regression analysis, frequencies, means, standard deviations, and percentages were used to analyse the data for the research subjects. Data for study questions 1 and 2 were examined using averages and standard deviations. However, linear multiple regression analysis was used to analyse the data for answering questions 3 and 4.

As many predictor components were present in both research questions 3 and 4, this was the case. The Statistical Package for the Social Sciences (SPSS) version 26.0 was used to analyse the data. The analysis results were presented in tables.

Chapter Summary

The research technique for the study is conversed in this section. The study used a cross-sectional approach. The population of the study was also said to be 500 JHS 3 learners. A basic random selection procedure was used to choose 217 JHS 3 learners from this group. The data for the study was gathered via questionnaires. Validity and reliability tests were performed on the questionnaires. After receiving an initial letter from the IRB and UCC regarding ethical concerns, data was acquired. Inferential and descriptive statistics were employed in analysing the data.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

Introduction

This study looked at how self-concept and classroom behaviour influenced junior high school learners' academic performance in the Asikuma-Odoben-Brakwa District of Ghana. This chapter contains the findings and discussion. The chapter is divided into three parts: results on demographic information of participants, analysis of main data, and discussion. Following the results of the participants' demographic data, there follows an analysis of the key information and a discussion of the results. Ten respondents did not submit their questionnaires. This indicates a return rate of 95.4 per cent which was adequate for analysis. Two hundred and seven learners were, therefore, used for the analysis instead of 217.

Results on Demographic Information of Participants

Items 1-3 in section A of the questionnaires were used to obtain demographic data. Gender, school, and age range were only a few of the factors. The data in Table 4 were analysed using frequencies and percentages.

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Table 4: *Demographic Information of Learners*

		Frequency	Per centage (%)
Gender	Male	101	48.79
	Female	106	51.21
School	Kuntenase Presby	46	22.22
	Asarekwa Islamic	44	21.26
	Ayipey Catholic	33	15.94
	Ayipey D/A	27	13.04
	Baako B	29	14.01
	Brakwa Islamic	28	13.53
Age range (in years)	Below 12	54	26.09
	13-15	98	47.34
	16-18	25	12.08
	Above 18	30	14.49

Source: Field data (2021)   Total Number of Learners=207

Table 4 shows that the majority of the learners, 106 (51.21 %), were girls, while the remaining 101 (48.79 %) were males. According to Table 4, the majority of the learners were from Kuntenase Presby, 44.26 per cent from Asarekwa Islamic, 33.94 per cent from Ayipey Catholic, 29.01 per cent from Baako B, and 28.53 per cent from Brakwa Islamic, and 27.04 per cent from Ayipey D/A. Additionally, Table 4 demonstrates that the majority of the learners (98.34%) were between the ages of 13 and 15 while 54.09 per cent were less than 12 years old, 30.49 per cent

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were older than 18 years old, and 25.08 per cent were between the ages of 16 and 18.

Analysis of Main Data

Research question 1: *What is the perception of JHS learners in the Asikuma-Odoben-Brakwa District on self-concept?*

The purpose of this study was to learn more about the perception of JHS learners in the Asikuma-Odoben-Brakwa District on self-concept. Items 1 through 17 in section B of the questionnaire were used to gather the data for this inquiry. Means and standard deviations were used to analyse the data. The results are summarised in Table 5.

Table 5: *Self-Concepts of Learners*

S/N	Statements	Mean	SD
Physical Self-Concept			
1.	I feel less physically attractive about my natural appearance.	2.07	0.234
2.	I usually keep to myself because I am not like other people my age	2.88	0.111
3.	I feel very uncomfortable about my complexion	2.00	0.231
4.	I am not very much satisfied with my height	2.05	0.200
5.	I often feel very uncomfortable about my body statue.	2.11	0.045
Mean of means/SD		**2.22**	**0.164**

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Social Self-Concept

6.	I feel accepted when I find myself in the company of friends	3.50	0.678
7.	I am very successful in my relationships with people.	2.98	0.567
8.	I feel useful in the family/society I find myself	3.45	0.981
9.	I often express my ideas honestly in the presence of others.	3.54	0.555
10.	My friends often come to me for advice.	2.78	0.678
11.	I often hesitate to mix with persons of the opposite gender	2.88	1.234
	Mean of means/SD	**3.19**	**0.782**

Educational Self-Concept

12	I am willing to do my best to pass all the subjects.	3.80	0.671
13.	I get frightened when I am asked a question by the teachers.	2.95	0.765
14.	I can help my classmates with their schoolwork if permitted	2.76	0.987
15.	I do not give up easily when I am faced with a difficult question in my schoolwork.	3.00	0.454
16.	I can do better than my friends in most subjects.	2.56	0.345
17.	Most of my classmates are smarter than I am.	2.04	0.211
	Mean of means/SD	**2.85**	**0.572**

Source: Field data (2021)   **Total Number of Learners=207**

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Table 5 shows that the majority of the learners disagreed with the statement "I feel less physically attractive about my natural appearance" (Mean = 2.07, SD = 0.234). Also, the majority of the learners disagreed with the statement "I feel very uncomfortable about my complexion" (Mean = 2.00, SD = 0.231). However, the majority of the learners agreed with the statement "I usually keep to myself because I am not like other people my age" (Mean = 2.88, SD = 0.111). It can be said that the majority of the learners have positive physical self-concept (Mean of means = 2.22, SD = 0.164) which represents major disagreement with the negative items on physical self-concept.

Table 5 further indicates that the majority of the learners agreed with the statement "I feel accepted when I find myself in the company of friends" (Mean = 3.50, SD = 0.678). Likewise, the majority of the learners agreed with the statement "I often express my ideas honestly in the presence of others" (Mean = 3.54, SD = 0.555). It can be concluded that the majority of the learners have positive social self-concepts (Mean of means = 3.19, SD = 0.782).

Finally, Table 5 shows that the majority of the learners agreed with the statement "I am willing to do my best to pass all the subjects" (Mean = 3.80, SD = 0.671). Also, the majority of the learners agreed with the statement "I do not give up easily when I am faced with a difficult question in my schoolwork" (Mean = 3.00, SD = 0.454). However, the majority of the learners disagreed with the statement "Most of my classmates are smarter than I am" (Mean = 2.04, SD = 0.211). It can be said that the majority of the learners have positive educational self-concept (Mean of means = 2.85, SD = 0.572).

Research question 2: *What are the classroom behaviours of JHS learners in the Asikuma-Odoben-Brakwa District?*

The Asikuma-Odoben-Brakwa District JHS 3 learners' classroom behaviours were the subject of this study topic. Items 1 through 24 in section C of the questionnaire were used to gather the information for this topic. Means and standard deviations were used to analyse the data. Table 6 summarises the findings.

Table 6: *Classroom Behaviours of Learners*

S/N	Statements	Mean	SD
Impulsivity			
1.	I often plan tasks carefully.	3.57	0.634
2.	I often do things without thinking.	2.45	0.711
3.	I make up my mind quickly.	3.00	0.831
4.	I often plan trips well ahead of time.	3.05	0.900
5.	I am a careful thinker.	3.11	0.545
6.	Anytime a crowd gets excited about something, I get excited too.	3.50	1.110
7.	I am often more interested in the present than in the future.	3.50	0.856
8.	I often speak before thinking	2.45	0.997
9.	I often weigh the consequences of issues before taking action.	2.40	0.871

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10.	I prefer to participate in activities rather than plan these activities.	3.05	0.456
Mean of means/SD		**3.01**	**0.791**

Timidity

11.	I often avoid saying what I think for fear of being rejected.	3.76	0.978
12.	I rarely get angry with other people for fear that I may hurt such people.	3.21	0.767
13.	I will do something I will not want to do rather than offend or upset someone.	3.00	0.681
14.	I am worried about criticising other people	3.76	0.775
15.	I am worried about hurting the feelings of other people.	3.85	0.611
Mean of means/SD		**3.52**	**0.762**

Aggressiveness

16	I often tease other learners to make them angry.	3.88	0.971
17.	I often get angry very easily with people.	2.85	0.705
18.	I often fight back whenever someone hits me.	3.04	0.687
19.	I often encourage other learners to fight.	3.00	0.954
20.	I am fun of pushing other learners.	2.50	0.675
21.	I often get into a physical fight anytime I get angry.	2.23	0.801
22.	I often kick and beat other learners just for the fun of it.	2.45	1.002
23.	I often find myself calling other learners bad names	2.76	0.764

24.	I often threaten to hurt or hit other learners.	2.40	0.865
Mean of means/SD		**2.79**	**0.825**

Source: Field data (2021)   **Total Number of Learners=207**

Table 6 shows that the majority of the learners agreed with the statement "I am often more interested in the present than in the future" (Mean = 3.50, SD = 0.856). Similarly, the majority of the learners agreed with the statement "Anytime a crowd gets excited about something, I get excited too" (Mean = 3.50, SD = 1.110). However, the majority of the learners disagreed with the statement "I often weigh the consequences of issues before taking action" (Mean = 2.40, SD = 0.871). It can be concluded that the majority of the learners exhibit impulsive behaviour in the classroom (Mean of means = 3.01, SD = 0.791).

The table further indicates that the majority of the learners agreed with the statement "I am worried about hurting the feelings of other people" (Mean = 3.85, SD = 0.611). Likewise, the majority of the learners agreed with the statement "I am worried about criticising other people" (Mean = 3.76, SD = 0.775). It can be concluded that the majority of the learners also exhibit timid behaviour in the classroom at a point in time (Mean of means = 3.52, SD = 0.762).

Finally, Table 6 shows that the majority of the learners agreed with the statement "I often tease other learners to make them angry" (Mean = 3.88, SD = 0.971). Also, the majority of the learners agreed with the statement "I often fight back whenever someone hits me" (Mean = 3.04, SD = 0.687). However, the majority of the learners disagreed with the statement "I often get into a physical fight anytime I get angry" (Mean = 2.23, SD = 0.801). It can be concluded that the

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majority of the learners exhibit aggressive behaviour in the classroom (Mean of means = 2.79, SD = 0.825).

Research question 3: *What impact does self-concept have on the academic performance of JHS learners in the Asikuma-Odoben-Brakwa District?*

The purpose of this study was to examine the impact that self-concept has on the academic performance of JHS learners in the Asikuma-Odoben-Brakwa District. Items 1-27 in section B of the questionnaire, as well as findings from JHS 3 learners' academic performance, were utilised to gather information for this topic. The data were analysed using linear multiple regression. The model summary results are shown in Table 7.

Table 7: *Model Summary Results*

Model	R	R Square	Adjusted R Square	Std. error of the Estimate
1	.070	.005	-.010	1.672

Source: Field data (2021)

The findings of the linear multiple regression test in Table 4 demonstrated that the markers (social, physical, and educational self-concepts) explained 0.5 per cent of the variation in academic performance but were not statistically significant. With 99.5 per cent of the variation tells the insignificance of the results as the model could not perform effectively.

The study discovered that although accounting for 0.5 per cent of the variance in academic performance, social, physical, and educational self-concepts have little impact on academic performance. This result also implies that the sample did not accurately reflect the population. The disparity in sample and population

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characteristics might be the cause of the insignificance of the results as the model could not perform effectively. This suggests that in addition to self-concept, the insignificance of the results might be another factor that causes the no impact of self-concept on learners' academic performance. Other aspects might include parental engagement, teachers' instructional methods, a pleasant learning environment, and so forth. Table 8 shows the model's results when the indicators were looked at independently.

Table 8: *Coefficients Result of Linear Multiple Regression of Self-Concept*

Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.120	.573		7.189	.000
	Physical	.025	.042	.150	.592	.554
	Social	-.010	.026	-.134	-.403	.687
	Educational	-.025	.039	-.160	-.647	.519

Source: Field data, (2021)

When the indicators were looked at independently, the findings in Table 8 show that physical self-concept (=.150, p=.554), social self-concept (= -.134, p=.687), and education self-concept (= -.160, p=.519) all contributed to academic performance at the 0.05 alpha level. All the sig. values are not significant. It can be, henceforth, concluded that self-concepts do not have an impact on learners' academic performance in the Asikuma-Odoben-Brakwa District.

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Research question 4: *What impact do classroom behaviours have on the academic performance of JHS learners in the Asikuma-Odoben-Brakwa District?*

The goal of this topic was to see how classroom behaviours impact JHS 3 learners' academic performance in the Asikuma-Odoben-Brakwa District. Items 1-29 in section C of the questionnaire, as well as findings from JHS learners' academic performance, were utilised to gather information for this topic. The data were analysed using linear multiple regression. The model summary results are shown in Table 9.

Table 9: *Model Summary Results*

Model	R	R Square	Adjusted R Square	Std. error of the Estimate
1	.150	.023	.008	1.656

Source: Field data (2021)

Table 9 shows that the markers (impulsivity, timidity, and aggression) explained 2.3 per cent of the variation in academic performance, which was not statistically significant. With around 97.7 per cent of the variation tells the insignificance of the results as the model could not perform effectively. Table 10 shows the model's results when the indicators were looked at independently.

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Table 10: *Coefficients Result of Linear Multiple Regression*

Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.106	.604		6.795	.000
	Impulsivity	.026	.022	.114	1.184	.238
	Timidity	-.065	.035	-.193	-1.875	.062
	Aggressiveness	-.004	.029	-.012	-.134	.894

Source: Field data (2021)

At the 0.05 alpha level, impulsivity classroom behaviour (=.114, p=.238), timidity classroom behaviour (= -.193, p=.062), and aggression classroom behaviour (= -.012, p=.894) all contributed to the academic performance. All the sig. values are not significant. It can be, henceforth, concluded that classroom behaviours do not have an impact on learners' academic performance in the Asikuma-Odoben-Brakwa District.

Discussion

The four themes resulting from the study goals were used to organise the results. Findings from the empirical literature review were used to support the current findings. While some studies from the literature support the present current findings, some disagree with them.

Perception of Learners on Self-Concept

The study found that JHS learners in the Asikuma-Odoben-Brakwa District perceive to have positive social, physical, and educational self-concepts. The

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findings agree with Palomino (2017) who revealed that there is a positive self-concept in social situations, physical beauty and physical abilities, and a mathematically advanced self-concept. Likewise, Vasalampi, Pakarinen, Torppa, Viljaranta, Lerkkanen, and Poikkeus (2020) confirm the findings for finding out that there are strong reading and arithmetic abilities are connected to a high self-concept in the same area, as expected. There was minimal evidence of a negative impact in the classroom, and it differed depending on the school topic and gender of the learners. Although there are variations in the studies' characteristics, the findings strongly support each other.

Classroom Behaviours of Learners

The study also found that JHS learners in the Asikuma-Odoben-Brakwa District exhibit impulsive and aggressive behaviours in the classroom. Moreover, they exhibit timid behaviour at a point in time although it conflicts with the former behaviours they exhibit. The findings confirm findings from Joshi, Gokhale, and Acharya's (2012) study which found that there is an issue with classroom behaviour. Similarly, Granero-Gallegos, Baos, Baena-Extremera, and Martnez-Molina (2020) confirm the findings, yet revealed that males were found to be more pessimistic than females when exhibiting impulsive and aggressive behaviours.

The current study did not find out the gender difference. It can be said that learners exhibit these behaviours at a point in time in the classroom. It is, therefore, not surprising to see these behaviours in other geographical settings since the findings that agree are from different geographical settings with variations in culture and population characteristics. Finally, the current findings confirm the

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recent findings by Mensah, Badu, Awinia, Gyamfi, Amissah, and Abodeye (2021) that learners exhibit a wide range of behavioural challenges in the classroom, which can be classified as physiological (emotional disorders, disobedience, and antagonism) as well as physical and social (emotional disorders, disobedience, and antagonism) (verbal abuse, sleeping, talking, habitual lateness, and teasing).

Impact of Self-Concept on Learners' Academic Performance

The study revealed that the social, physical, and educational self-concepts of the learners in the Asikuma-Odoben-Brakwa District do not have an impact on their academic performance. The findings disagree with West, Fish, and Stevens (2010) who observed that academic self-concept is predominantly impacted by school accomplishment and social input from others and that school achievement is "causally prominent" over academic self-concept. Similarly, the findings disagree with Rogers, Smith, and Coleman (2015) that the high reading achievement group (based on the MAT) had the greatest mean self-concept score on all seven dependent variables, whereas the poor reading achievement group had the lowest mean self-concept score. The current study deployed a methodology that is different from the methodology adopted in these two studies. The reason may cause the dissimilarity in findings.

Impact of Classroom Behaviour on Learners' Academic Performance

Finally, the study finds out that the impulsive, aggressive, and timid behaviours that the learners in the Asikuma-Odoben-Brakwa District exhibit do not have an impact on their academic performance. The current findings disconfirm the findings from Lahaderne's (2015) study which found that there was a statistically

significant and positive relationship between learner attendance and all performance metrics in both males. Similarly, the findings disagree with Samuels and Turnure (2014) whose findings were similar to those of Lahaderne (2015), indicating a positive relationship between attention and reading word recognition performance, with learners in the fourth quartile displaying more correct responses than learners in the first quartile. Finally, Cobb (2012) disagrees with the current findings with the revelation that several classroom behaviours have been proved to be major drivers of learners' academic performance in several subject areas. The variations in findings are methodology influence. The design, instruments, as well as the data used, may cause variations in research findings.

Chapter Summary

This chapter included the results and a discussion of them. The presentation was divided into two halves, A and B. Section A presents the results of the demographic data collected from the participants, while Section B presents the answers to the study questions and a discussion of the findings. The study aimed to identify the self-concept characteristics of JHS 3 learners in the Asikuma-Odoben-Brakwa District. The results showed that JHS 3 learners in the district had positive self-concepts. The second research objective was to ascertain how self-concept affected JHS 3 learners in the Asikuma-Odoben-Brakwa District's academic performance. It was found that JHS 3 learners in the district frequently behave without giving their actions much thought. Determining the effect of self-concept on the academic performance of JHS 3 learners in the Asikuma-Odoben-Brakwa District was the third study aim. It was found that learners in JHS 3 in the Asikuma-

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Odoben-Brakwa District self-concept had no impact on their academic performance. The fourth and last goal of the study was to ascertain how JHS 3 learners' academic performance in the district was impacted by classroom behaviour. The district's JHS learners' academic performance was shown to be unaffected by classroom behaviour.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The study's summary, major results, and suggestions based on those conclusions are presented in this last chapter. The chapter includes ideas for more study as well as counseling implications.

Summary

This study looked at how self-concept and classroom behaviour influenced junior high school learners' academic performance in the Asikuma-Odoben-Brakwa District of Ghana. The study's supporting literature was examined following the theoretical framework, conceptual review, conceptual framework, and empirical review. Theoretical pillars include theories of self-concept maintenance, decision theory, and operant conditioning (Control theory of self-regulation and Self-discrepancy theory). The concepts of self-concept, classroom behaviour, and academic performance are all covered in the conceptual review. The empirical review discusses learner self-concept, learner behaviour in the classroom, the connection between self-concept and academic performance, and the connection between learner behaviour in the classroom and academic performance. This study took a quantitative approach and employed a cross-sectional descriptive strategy. The study's accessible population is made up of learners from six JHSs in the Asikuma-Odoben-Brakwa District, taken from two circuits. There was a total of 500 learners in attendance. A basic random sample strategy was utilised in the

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sampling. A sample size of 217 persons should be used for a population of 500 persons, according to Krejcie and Morgan's (1970) recommendations. JHS 3 learners that responded to the survey. A 44-item questionnaire on self-concept and classroom behaviours with "r" of .85 and .89 respectively was used to obtain the data. Statistics that are both descriptive and inferential were used to analyse the data. The demographic information was analysed using frequencies and percentages. Data were analysed using means and standard deviations to respond to research questions 1 and 2. To answer research questions 3 and 4, data were analysed using linear multiple regression.

Key findings

1. The study found that JHS learners in the Asikuma-Odoben-Brakwa District perceive to have positive social, physical, and educational self-concepts.

2. The study also found that JHS learners in the Asikuma-Odoben-Brakwa District exhibit impulsive and aggressive behaviours in the classroom. Moreover, they exhibit timid behaviour at a point in time although it conflicts with the former behaviours they exhibit.

3. The study revealed that the social, physical, and educational self-concepts of the learners in the Asikuma-Odoben-Brakwa District do not have an impact on their academic performance.

4. Finally, the study finds out that the impulsive, aggressive, and timid behaviours that the learners in the Asikuma-Odoben-Brakwa District exhibit do not have an impact on their academic performance.

Conclusions

Based on the findings, it can be concluded that learners are aware of their self-concepts. They include social, educational, and physical self-concepts. Second, it is possible to deduce that poor classroom behaviours are frequently exhibited by learners. These behaviours include impulsivity, aggressiveness (violence), and timidity (shyness).

Furthermore, academic performance is unaffected since learners are aware of their social, educational, and physical self-concepts. It is not because of their self-concept that learners do well or average. Positive self-concept learners may not always do well, and vice versa. Finally, being impulsive, confrontational, or shy in class may not have an impact on one's academic performance. As a result, labelling learners who behave badly in class as academically inferior is wrong.

Implications for Counselling

The following implications for counselling were made:

1. School counsellors in various schools could conduct an assessment for the learners to identify and understand the nature of self-concept so that programmes and interventions could be developed to assist and harness favourable self-concept among their learners.

2. School counsellors could join forces with classroom teachers to provide further counselling support for learners who are performing poorly due to the nature of their self-concept and classroom behaviours.

3. School counsellors must be abreast of classroom behaviour modification strategies and provide in-service training for classroom teachers in managing learners' behaviour and establishing a conducive learning environment.

4. School counsellors during orientation for first-year learners could have sessions on self-concept and classroom behaviours, so that right from the start of their studies, their self-concept could be strengthened and classroom behaviours will be given the necessary attention to enhance academic performance.

Recommendations

1. In the Asikuma-Odoben-Brakwa District, JHS learners had favourable self-concepts, according to the study. In light of this, legislators and counsellors should develop suitable programmes and therapies to sustain and improve positive self-concepts among learners.

2. In the Asikuma-Odoben-Brakwa District, it was also discovered that JHS learners acted without thinking, suggesting bad classroom behaviour. Teachers should utilise reinforcement and antecedent tactics in their classrooms frequently because they serve a dual purpose in managing learners' behaviour and establishing a conducive learning environment. However, when employing excellent connections or closeness as a classroom management method, teachers should be cautious since they might be misunderstood or misused, resulting in an unfavourable learning environment.

3. According to the study, self-concept did not have an impact on the academic performance of JHS learners in the Asikuma-Odoben-Brakwa District. It is

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suggested that policymakers, teachers, and other stakeholders pay close attention to self-concepts. This is because, while self-concept does not have a direct impact on academic performance, it does have an indirect one. Self-concept is important in teaching and learning because it generates a favourable atmosphere for teaching and learning.

4. Finally, it was discovered that classroom behaviour did not affect JHS learners' academic performance in the Asikuma-Odoben-Brakwa District. To combat poor classroom behaviour, the study recommended that the Ghana Education Service, teachers, and other key stakeholders collaborate and develop classroom management measures. Although classroom behaviour has little bearing on learners' academic performance, it does obstruct the achievement of learning objectives that prepare learners for life and assist in meeting society's broader goals and demands. There is a secret curriculum that is hampered by poor classroom behaviours including impulsivity, hostility, and shyness.

Suggestions for Further Research

1. Future researchers should duplicate the current study in different geographical areas, levels, and institutions to confirm or disprove the findings for generalisation.

2. Because the current study adopted a quantitative approach, the instrument used had some limitations. Future researchers are encouraged to conduct their study utilising qualitative or mixed-method techniques.

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APPENDICES

APPENDIX A

Questionnaire for Learners

Dear respondent,

This survey aims to learn more about how learners view themselves. Your involvement is crucial to the outcome of this investigation. Information given will be kept as private as possible and used only for academic reasons. Since you are not obliged to submit your name on the questionnaire, responses made will be kept anonymous during data collecting. Because participation is optional, you are free to leave at any moment and without explanation (s). Please take a moment to answer each question on this questionnaire as truthfully as you can.

SECTION A

Please tick (√) the appropriate response as it applies to you.

1. Gender: a. Male   [   ]   b. Female   [   ]

2. School: a. Supunso D/A JHS   [   ]

   b.Baako 'B' JHS   [   ]

   c. Ayipey Catholic JHS   [   ]

   d. Badum Presby JHS   [   ]

   e.Nwomaso Methodist   [   ]

   f.Bennin Catholic JHS   [   ]

3. Age range:

   Below 12 years [   ]   13-15 years   [   ]

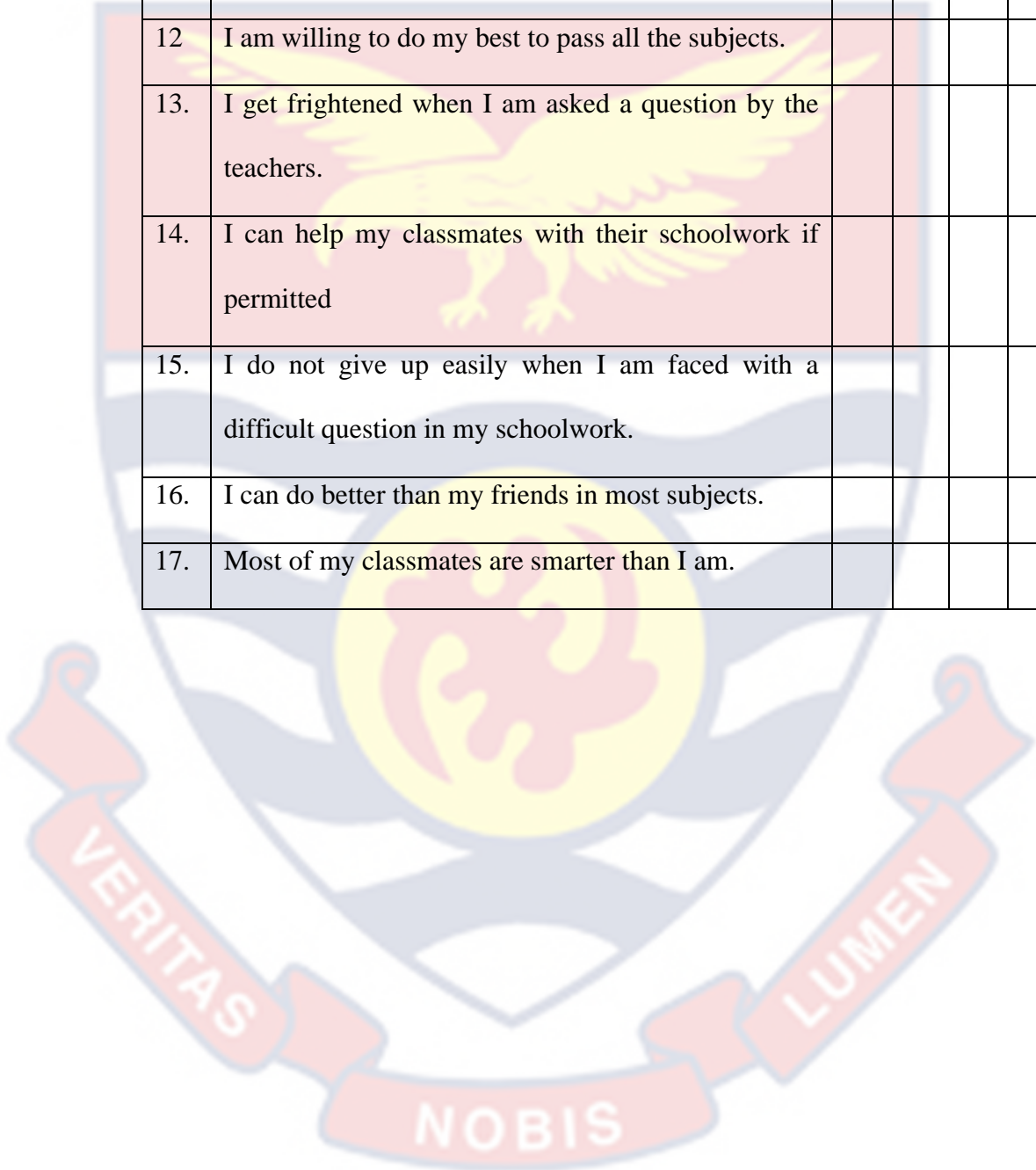   15-18years   [   ]   Above 18 years [   ]

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SECTION B: SELF-CONCEPT

Please indicate the extent to which you agree or disagree with the following statements. Tick [√] the option which best applies to you using the following options:

SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

S/N	Statements	SA	A	D	SD
	Physical Self-Concept				
1.	I feel less physically attractive about my natural appearance.				
2.	I usually keep to myself because I am not like other people my age				
3.	I feel very uncomfortable about my complexion				
4.	I am not very much satisfied with my height				
5.	I often feel very uncomfortable about my body statue.				
	Social Self-Concept				
6.	I feel accepted when I find myself in the company of friends				
7.	I am very successful in my relationships with people.				
8.	I feel useful in the family/society I find myself				
9.	I often express my ideas honestly in the presence of others.				
10.	My friends often come to me for advice.				

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11.	I often hesitate to mix with persons of the opposite gender.				
	Educational Self-Concept				
12	I am willing to do my best to pass all the subjects.				
13.	I get frightened when I am asked a question by the teachers.				
14.	I can help my classmates with their schoolwork if permitted				
15.	I do not give up easily when I am faced with a difficult question in my schoolwork.				
16.	I can do better than my friends in most subjects.				
17.	Most of my classmates are smarter than I am.				

SECTION C– CLASSROOM BEHAVIOUR

Please indicate the extent to which you agree or disagree with the following statements. Tick [√] the option which best applies to you using the following options:

SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

S/N	Statements	SA	A	D	SD
---	**Impulsivity**				
1.	I often plan tasks carefully.				
2.	I often do things without thinking.				
3.	I make up my mind quickly.				
4.	I often plan trips well ahead of time.				
5.	I am a careful thinker.				
6.	Anytime a crowd gets excited about something, I get excited too.				
7.	I am often more interested in the present than in the future.				
8.	I often speak before thinking				
9.	I often weigh the consequences of issues before taking action.				
10.	I prefer to participate in activities rather than plan these activities.				

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---	**Timidity**				
11.	I often avoid saying what I think for fear of being rejected.				
12.	I rarely get angry with other people for fear that I may hurt such people.				
13.	I will do something I will not want to do rather than offend or upset someone.				
14.	I am worried about criticising other people				
15.	I am worried about hurting the feelings of other people.				
---	**Aggressiveness**				
16.	I often tease other learners to make them angry.				
17.	I often get angry very easily with people.				
18.	I often fight back whenever someone hits me.				
19.	I often encourage other learners to fight.				
20.	I am fun of pushing other learners.				
21.	I often get into a physical fight anytime I get angry.				
22.	I often kick and beat other learners just for the fun of it.				
23.	I often find myself calling other learners bad names				
24.	I often threaten to hurt or hit other learners.				

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APPENDIX B

ACADEMIC PERFORMANCE

CORE SUBJECTS	EXAMS SCORE per cent
English	54
Mathematics	52
Integrated Science	63
Social Studies	75
Total	61

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APPENDIX C

Introductory Letter

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES
FACULTY OF EDUCATIONAL FOUNDATIONS
DEPARTMENT OF GUIDANCE AND COUNSELLING

Telephone: 0332091854
Email: dgc@ucc.edu.gh

UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref: DGC/L.2/Vol.1/ 136
Your Ref:

6th October, 2020

TO WHOM IT MAY CONCERN

LETTER OF INTRODUCTION

We introduce to you, Joshua Amediku a student pursuing an M.Phil Programme in Guidance and Counselling at the Department of Guidance and Counselling of the University of Cape Coast. As a requirement, he is to submit a Thesis on the topic: *"Influence of Self-Concept and Classroom Behaviours on Academic Performance of Junior High School Pupils in the Asikuma-Odoben-Brakwa District, Central Region, Ghana "*. We are by this letter affirming that, the information he will obtain from your Institution will be solely used for academic purposes.

We would be most grateful if you could provide him the necessary assistance.

Thank you.

Dr. Stephen Doh Fia
HEAD OF DEPARTMENT

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APPENDIX D

Ethical Clearance

UNIVERSITY OF CAPE COAST

Influence of self-concept and classroom behaviour on academic performance of junior high school learners in Asikuma-Odoben-Brakwa District, Central Region, Ghana

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