UNIVERSITY OF CAPE COAST

DETERMINANTS OF POOR ACADEMIC PERFORMANCE AMONG SENIOR HIGH TECHNICAL SCHOOL STUDENTS IN THE DUNKWA OBUASI MUNICIPALITY

CHARLES AMUAH

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BY

CHARLES AMUAH

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DECLARATION

Candidate's Declaration

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

Candidate's Signature: …….. Date: …….

Name: ……..

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

The study examined the determinant factors of poor academic performance among Senior High Technical Students in the Dunkwa Obuasi Municipality. The research was guided by five (5) objectives that transformed into five research questions. The descriptive survey design, specifically, the cross-sectional design, with a quantitative approach was employed in the conduct of the study. The investigation targeted form two technical students as well as teachers who teach core subjects in technical schools within the Municipality. Census technique was adopted to engage all 206 participants in the investigation. Questionnaires were used in collecting data for the investigation. The responses collected were analysed using descriptive statistics such as means and standard deviations. The study found that student-related factors, home-based variables, student characteristics, teacher-based variables, and school-based factors were significant determinants of poor academic performance among learners within the Municipality of Dunkwa Obuasi. The investigation further discovered that school-based factors including inadequate physical learning infrastructure, shortage of teaching and learning resources, as well as inadequate learning materials in school library contributed to students' poor academic performance. Directors of education and policy makers in education are encouraged to make sure that good learning facilities and infrastructure required to enhance students' academic performance are made available in the Dunkwa Obuasi Municipality.

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DEDICATION

To my wife and children

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CHAPTER ONE

INTRODUCTION

Background to the Study

In recent times, economic growth and development has become the top priority of every country across the globe. This calls for improvement in the productive capacity or the quality of human resources accumulated by developed and the developing economies existing on the planet. Thus, will require competent production manpower, as well as labour capable of operating sophisticated technology and manpower capable of innovating new ideas and new ways in the conduct of commercial operations as per Ray (1998). Consequently, the quality of labour is very crucial in the quest for economic growth and development, but this is possible through a good system of education (Gills, Perkins, Roemer, & Snodgrass, 1996; Adane, 2013). Thus, there is no contention which explains the progress made by nations as being based on the level of quality of formal education that can be accessed by the citizens.

It is therefore not surprising as governments of several nations in the world are making effort to develop its educational system, and this concern for education has led to several interventions in the education ministry of Ghana. Over the past few decades, past and present governments of the state have relatively expressed their concern for education with series of reforms and policies to increase enrolment and improve the performance in schools.

The recent ones have been the education act in 2008 and the Free senior high school policy that was implemented in 2017.The key features in the 2008 education act included the confirmation of state responsibility for the

implementation of free and compulsory universal basic education (FCUBE), inclusion of two years of kindergarten as being a component of basic education and creating an avenue for a framework for decentralization, and most importantly the act also had the initiative of implementing numerous pro-poor interventions which is not limited to the availability of free uniform for schooling, and free exercise books (Darvas & Balwanz, 2014). In addition to the education act in 2008, the free senior high school education policy consisted of many initiatives—free full tuition fee, free library fee, free computer laboratory fee, free utility fee and free textbook. The policy also has a package of free feeding and free boarding for both boarders and students who are not boarders (day students).

The reforms and the various policies have increased the wage bill in the education sector, for much money has been spent on the sector due to the proliferation of many initiatives in the various policies. As a proportion of gross domestic products, government spending on schooling in Ghana was 6.3 percent in 2011, much higher than the African Union average and the indicated objective of 6 percent for a middle-income nation. Ghana's expenditure on education climbed from 5.3 percent of GDP in 2008 to 6.3 percent of GDP in 2011 as a percentage of GDP (Darvas & Balwanz, 2014). Furthermore, according to statements from the United Nations Educational, Scientific, and Cultural Organization (UNESCO), expenditure on secondary education (percentage of government expenditure on education) in Ghana was 36.98% as of 2014, and the highest value over the past 43 years was 48.05% in 1977 while its lowest value was 26.22% in 1974. However, it is projected that this rate has doubled with the introduction of the free senior high school with its many

packages which will enable all junior high school graduates to afford secondary education which is now part of basic education.

It has been demonstrated by Laing (2012) that a nation lacking superior technical skills and knowledge will be unable to progress technologically. Due to the fact that superior technological skills and knowledge have the ability to accelerate growth, they are being prioritized. The development of technical and vocational education as being very vital for the enhancement of people' talents is essential for any nation seeking to advance technologically. Skills are essential instruments for development in any country seeking to advance technologically or otherwise. Additionally, Laing used the example of Korea's rapid development, Singapore's rapid development, and the rapid development of most industrialised Asian countries to explain why countries have to maintain strategies that are hinged on technical and vocational education in order to prepare a highly skilled manpower to support economic development. In such a case, the importance of technical and vocational education as a pre-requisite for economic development is brought into sharp focus. However, only a highly trained workforce can assist Ghana in reaching its goal of entering the league of developed nations (Laing ,2012). As per Anthony (2014), Ghana should be congratulated for having programmes that teach entrepreneurial and marketable skills in its school curricula.

However, technical students in the secondary technical schools performed poorly on the core subjects that guarantee their access to high institution of technical abilities and capacities as compared to their colleagues in the other courses at the senior high school (SHS) level. The minimum requirement for admission into tertiary institutions for Senior High School

graduates is West Africa Senior School Certificate Examination (WASSCE) grades A1–C6 in all subjects (Ministry of Education, 2010). As per Danso-Sintim (2008), Ghana's approach at cultivating technical talents and expertise in her citizenry has centered on preparing learners to become entrepreneurial so that they can adjust to the requirements of a globalisation that is led by technology and science. This source mentioned that technical capabilities enhancement was achieved through different educational reforms, which has permitted Ghana to integrate vocational oriented programmes that give applicable skills in school so the people living in the nation may participate constructively to country - building. Despite these initiatives, Anthony (2014) stated that Ghana has not created much workers with the technical and vocational capabilities essential to promote economic development. This approach seems to be the cornerstone of the various educational changes that Ghana has adopted over the coming years to try to integrate general education programmes with certain vocation-oriented topics.

Statement of the Problem

According to Asihene (2009), Students on the Technical curriculum are seen to be academically weak and unmotivated, and as a result, they are unable to keep up with the instruction of the core topics, particularly in Visual Arts class. Core subject instructors frequently contend that this is the case.

Though all SHSs in Ghana abide by one syllabus and write the same West Africa Examination Council (WAEC) external examinations, past examination records coupled with informal interviews conducted personally between 23rd and 27th February, 2015 with some headmasters of Senior High and Technical Schools revealed that Technical students mostly fail or

underperform in the various core subjects as opposed to their colleagues in Science, Business and other programmes. In addition, these same Technical students do very well in their corresponding elective subjects when writing the same examination. While some teachers believe that this problem stems from the selection of academically poor students for the Technical programme during admissions, others argue that the Technical students are not serious with academic work (Sie, 2014). Statistics on percentages failed in the Core Subjects in the 2019 West African Senior Secondary Certificate Examination (WASSCE) for three senior secondary technical schools in the Obuasi enclave is shown as proof in Tables 1, 2 and 3.

Table 1- *Comparison of Percentage failed in 2019 May/June WASSCE Core Subjects of School "A"*

Subject/ Course	**Technical**	**Science**	**General Art**
Mathematics	30.2	3.0	17.2
English Lang	90.9	54.5	85.7
Integrated Sci	47.7	3.0	18.5
Social Studies	52.4	6.1	40.7

Source: ICT Department, ASHTS (2022)

Table 1 shows the comparison of percentage failed the Core subjects in 2019 WASSCE of School "A" which were among Technical, Science and General Arts students. The Table shows that for mathematics, 30.2%, 3.0% and 17.2% of the technical, science and General Art students failed in mathematics respectively. Also, 90.9% technical students, 54.5% science and 85.7% General Arts failed in English Language whiles 47.7% technical students, 3.0% Integrated Science and 18.5% General Arts failed in Integrated Science. Again, the Table shows that 52.4%, 6.1% and 40.7% of the Technical, Science and

General Art students failed in Social Studies respectively. It could be realised that for each subject, the percentage failed is higher among technical students than the other courses. The comparison of percentage that failed the Core subjects in 2019 WASSCE Dunkwa Senior High and Technical School among Technical, Business and General Arts is shown as evidence in Table 2.

Table 2- *Comparison of Percentage failed in 2019 May/June WASSCE Core Subjects of School "B"*

Subject/ Course	**Technical**	**Business**	**General Art**
Mathematics	50.0	44.4	26.6
English Lang	86.7	88.9	63.3
Integrated Sci	43.3	27.8	6.7
Social Studies	63.0	61.1	26.7

Source: ICT Department, DSHTS (2022)

Table 2 shows the comparison of percentage that failed the Core subjects in 2019 WASSCE of school "B" which comprised of Technical, Business and General Arts students. The Table shows that 50.0%, 44.4% and 26.6% of the technical, science and General Art students failed in mathematics respectively. Also, 86.7% Technical students, 88.9% Business and 63.3% General Arts failed in English Language whiles 43.3% technical students, 27.8% Business and 6.7% General Arts failed in Integrated Science. Again, the Table shows that 63.0%, 61.1% and 26.7% of the Technical, Business and General Art students failed in Social Studies respectively. It could be realized that for each subject, the percentage failed is higher among Technical students than the other courses except for English where percentage of Business students who failed is greater than that of Technical students. The comparison of percentage who failed Core

subjects in 2019 WASSCE Obuasi Senior. High and Technical School among Technical, Business and General Arts is shown as proof in Table 3.

Table 3- *Comparison of Percentage failed in 2019 May/June WASSCE Core Subjects of School "C"*

Subject/ Course	Technical	Business	General Art
Mathematics	21.8	20.8	19.3
English Lang	55.4	53.9	42.8
Integrated Sci	33.7	32.4	30.1
Social Studies	56.4	33.3	26.9

Source: ICT Department, OSHTS (2022)

Table 3 shows the comparison of percentage failed the Core subjects in 2019 WASSCE of school "C" which consisted of Technical, Business and General Arts students. The Table shows that 21.8%, 20.8% and 19.3% of the Technical, Business and General Art students failed in mathematics respectively. Also, 55.4% technical students, 53.9% Business and 42.8% General Arts failed in English Language whiles 33.7% Technical students, 32.4% Science and 30.1% General Arts failed in Integrated Science. Again, the Table shows that 56.4%, 33.3% and 26.9% of the Technical, Business and General Art students failed in Social Studies respectively. It could be realised that for each subject, the percentage failed is higher in technical students than the other courses.

Many reasons have been recognised as sources or causes of abysmal results and grades of technical learners of senior high technical schools. Some of these factors are assumed to be student-based, home-based, teacher-based, and school-based.

According to Amissah and Sam-Tagoe (2009), any variation in teachers' preparation, familiarity with curriculum or syllabi, type of learners in a particular class, learners' readiness, availability and types of teaching resources, motivational techniques employed, teaching strategies used among others, influence teaching and learning in the classroom may cause variation of performance of students of the same subject. Thus, the failure of teachers to regard these significant factors makes most of the concepts they teach abstract and difficult to assimilate by students which makes some students perceive some core subjects as difficult. This often leads to students performing below the expected level (Amissah and Sam-Tagoe, 2009). Invariably, the failure or abysmal output of learners in subjects that are termed as core areas hinders them from pursuing higher education in the various tertiary institutions since passes in the core subjects form a major part of the requirements for admission.

As per Magnuson (2007), the accessibility and assistance of caregivers, as well as their economic position and level of lifestyle, all tend to have a certain impact on their ward's academic accomplishment and success. Intellectual integration by parents is a concept that describes the manner in which parents impact their ward's academic accomplishment through developing their abilities, behaviours, and perspectives towards learning. Parents have an impact on kids by the atmosphere they create and the conversations they have with their offspring. The social and economic position of parents can have an impact on their ward's academic socialisation. Parents who have a good educational standing or background are more likely to provide their wards with more exciting learning surroundings.

Self - efficacy has been found to be among the factors that affect academic achievement. The students' personality and goals in life affect the students' achievement. Students who are poised to make it to the uttermost will do everything possible to achieve the expected goals. This could be likened to the intrinsic motivation which is within the individual that influences the student to achieve or accomplish a task. Becker and Luthar (2002) stated that students' academic attachment is a contributing factor to their achievement. Lent, Brown, and Larkin (as cited in Hackett, Manuel, Betz & Rocha-Singh, 1992) affirmed that self-efficacy is the most useful model in the prediction of the grades and persistence of students. Consequently, the current investigation sought to discover the root sources of abysmal learner results in the English, Mathematics and Science (EMS) courses technical students in the secondary technical schools in the Dunkwa-Obuasi enclave by using a more refined method in investigating the study.

Purpose of the Study

This study's prime objective was to investigate the determinants of poor academic performance among Senior High Technical School students in the Dunkwa Obuasi Municipality. Specifically, the study sought to:

1. examine the perceived students-related factors that contribute to poor academic performance among secondary technical students.
2. examine the perceived students' characteristics responsible for poor academic performance among secondary technical students.
3. examine the perceived home-based factors that contribute to poor academic performance among secondary technical students.

4. identify the perceived teacher factors that result into poor academic performance among secondary technical students.

5. identify the perceived school-based factors that contribute to poor academic performance among secondary technical students.

Research Questions

The following research questions were formulated to guide the study:

1. What perceived student-based factors contribute to poor academic performance among secondary technical students?

2. What perceived student characteristics are responsible for students' poor academic performance?

3. What are the perceived home-based factors responsible for the poor academic performance among secondary technical students?

4. What are the perceived teacher factors responsible for the poor academic performance among secondary technical students?

5. What are the perceived school-based factors responsible for poor academic performance among secondary technical students.

Significance of the Study

Thus, the study would be most relevant to parents, authorities of the school, teachers and education policy makers, directors of education to intensify their monitoring and evaluation. Additionally, the result is projected to bolster the effort of stakeholders in these areas in the district, the school and the parents to adopt the right techniques to ensure that their wards perform well and get better grades in terms of academics. Hence, the investigation will lead to a collaborative effort that will have a multiple effect from the parents, the school

authorities, directors of education and education policy makers as well as students.

Ignorant parents will come to a realization about their decisions that are probable of having a detrimental effect on their wards. Thus, parents would use the results as a focal point to assess whether the rate of commitment to their wards can be a contributing factor to their poor or improved performance. Accordingly, parents would use the outcomes and conclusions from the investigation to be critical in their decision concerning the education of their wards.

School authorities would devise appropriate measures to curb the problems of poor academic performance their school might be experiencing. Administrators of the school would have many questions to ponder over, such as, has the school created conducive environment for students? Do teachers have enough contact hours with learners? Have the school authorities provided effective monitoring and evaluation?

Further, the study will elucidate the factors that are associated with students' performances at senior high technical institutions in these areas; Dunkwa Senior High Technical School, Akrofrom Senior High Technical School, Obuasi Senior High Technical School, and Jakobu Senior High Technical School. The results will serve as micro data to the school and the municipal education office, and it may serve as a prominent document to planners of education policies in the country. Thus, the study will provide guidelines to policy makers to factor the key indicators that result into abysmal academic results in most technical institutions in the Upper Denkyira East and

Obuasi Municipal in their policy which can be used to plan or augment education policy for the entire region.

In addition to the above justification for the study, the researcher contends that scanty studies have concentrated on the lower academic results in the senior high technical institutions. For instance, researchers such as Baidoo-Anu (2017) and Adane (2013) have concentrated in the junior high schools, few others like Kesewah (2012) have also isolated abysmal performance in some selected core subjects, but the concentration has been on the Colleges of Education in some selected areas of the country ignoring a detail study into the poor performance of candidates in the EMS of the WASSCE in senior high technical schools. Notwithstanding others— (Waweru, 2012; Ampofo & Osei-Owusu, 2015) — have concentrated on SHS, but few have been on secondary technical students. On the contrary, this study focuses on the abysmal results of senior high technical institutions in the EMS sujects of the WASSCE in the Dunkwa-Obuasi enclave.

More so, a number of researches have been done in several districts in the country but few, if any, research covers the present location and the proposed schools. Additionally, there have not been consensus on the indicators or antecedents of lower results in academics at senior high technical institutions, for a myriad of factors has bearing on students' poor academic results. The elements that influence student excellence in one field might not be similar to the factors that affect academics accomplishment in other areas, and vice versa (Ampofo & Osei-Owusu, 2015).

Furthermore, the research in the secondary education is very crucial; because, it determines access to the university and other tertiary education. The

study test similar and even augmented variables that have a connection with low academic results in the study area using current WASSCE results, as well as recent situations in the area. Thus, the study will looked into factors causing or leading to the poor grades or low academic performance in technical secondary school in recent times.

Delimitations

The research mainly focused or involved the determinants of poor academic performance among secondary technical students. Geographically, the research was be conducted within the Dunkwa-Obuasi enclave in the central and Ashanti Region. The study targeted only form two students in each of the four technical high schools in the Dunkwa-Akrofrom Municipality of Ghana (Dunkwa-Obuasi Technical SHS, Obuasi Technical SHS, Akrofrom Technical SHS, and Jakobu Technical SHS).

Limitations

Despite the strengths of using quantitative designs and statistical procedures which provide verifiable findings, the study acknowledges certain limitations. First, since the study employed questionnaires; where people who participated were to select from the responses provided on the approved questionnaire, it could be that the actual experiences of the respondents were not captured, forcing them to select from the ones provided. This could potentially distort the findings of the investigation. Additionally, the descriptive nature of the study makes it impossible to make causal inferences. Consequently, the findings of this investigation ought to be treated with the greatest caution as possible.

Organisation of the Study

A total of five major sections were included in this study. The backdrop of the study, the problem statement, the study objectives, the research questions, the importance of the study, the delimitations, and the limitations that were used in the study were all taken into consideration in the introduction part. Chapter Two included information on particular and relevant literature in the topic, as well as a bibliography. Additionally, conceptual concerns, ideas that informed the current investigation's methodology, and empirical studies were included in the review of the relevant literature. Presented in Chapter Three are the procedures that were employed in the course of the investigation's execution. The fourth chapter of this report described how the data were gathered and analysed, as well as how the findings were evaluated; discussions of the findings were also conducted in the appropriate manner. The final chapter included a summary, conclusions, and recommendations based on findings. It was also mentioned that additional research should be conducted.

CHAPTER TWO

LITERATURE REVIEW

This section of the investigation contains a review of relevant literature which is concerned with the variables that lead to or cause low academic performance in Senior High Technical School. In this review, the notions of academic performance, learning and its relationship to academic performances, measurement of academic performances, bad academic performances, and the variables or factors that contribute to low academic performance in particular. This chapter also presents arguments from numerous writers on factors that influence student academic achievement, such as teacher supply and demand, educational instruction, and teaching and learning resources, among other things. The literature review includes a conceptual framework, a conceptual review, a theoretical review, and a review of empirical studies.

Theoretical Framework

This portion of the literature evaluated five hypotheses that served as guiding principles for the investigation's design. System theory, Maslow's theory, expectancy theory, Urie Bronfenbrenner's ecological systems theory, and the cognitive load theory were the five theories that were taken into consideration for the investigation's design and execution. The hypotheses discussed in the next paragraphs, as well as how they apply to this investigation, are explained further.

Systems Theory

A school function is organised into systems, and these systems need to be explored. According to this theory, to make sure of progression in students' knowledge skills (instruction), to mould students' attitudes and behaviour

(control), and to meet the requirements of staff members (Silver, 1983). To guarantee that a school operates efficiently, all of its complex systems must be maintained through a support service and coordinated with one another which reflects administrative service (Waweru, 2012). It is therefore argued that all these sub systems must be functioning properly before learning process may be achieved to promote performance. In other words, the functions of the school are intertwine, so the development of one aspect at the expense of the rest poses great challenges to the school in the quest to improve performance of students.

Abraham Maslow Theory of Motivation

According to this theory, which has been considered as a typology of needs, Abraham Maslow (1954) indicated five types of needs. There are several aspects of this that are important. These include physiology, safety, attachment, pride, and self-actualisation (Waweru, 2012). Needs are seen as states of insufficiency, and motivation is interpreted as a strive towards satisfaction of the behaviour according to the theory. Thus, the theory explains that the inadequacy of a state motivate a person to strive for satifaction of the state. The theory posits that among the types of needs, affiliative need may influence academic performance.

It is a general fact that every human being is gregarious, and therefore demands the need to be in the company of others. Thus, the concern portrayed by members of his company aspire the person, and this means that the person would achieve a greater height in his ambition if he receives much motivation. In order to please their parents and instructors, childeren will strive harder in school to earn their approval. Nevertheless, the amount of achievement that students strive to is determined in large part by the expectations established by

teachers and their parents and guardians. Prestige is the driving force behind the overall competitive ambition to satisfy well in academics and behind all efforts made to achieve academic success in order to move up the social ladder and become influential in life (Waweru, 2012).

Expectancy Theory

The distinction among people's expectations based on the consequences of their own activities and the anticipated usefulness of those results in achieving or averting other outputs is a unique and intriguing characteristic of motivation destination. Motivation may be seen as the sum of two key elements: one's expectation that an action would result in a certain consequence in comparison to different valued and cherished outcomes, and one's desire to achieve that goal. In order to execute an action, one must be motivated by a combination of two factors: one's anticipation that the action will result in a certain end, and one's perceived utility of that result in comparison to possible solutions. A person's perception of the link between work, productivity, and incentives is at the heart of expectation theory, according to the theory (Waweru, 2012).

From the theory it can be infered that the technical students have low value attached to the core subjects. Most technical students lose site of the value of the core subjects. Technical students tend to believe their elective subjects make them technical oriented and not the core subjects hence give little attention to the core subjects.

Urie Bronfenbrenner's Ecological Systems Theory

Following Bronfenbrenner's first hypothesis (1989), the environment is composed of five layers of systems, each of which interacts with the others in a

range of methods and have a bidirectional effect between the entire environment and the development of a person. Thus, the layers ineteract in a complex manner that has a prospect of affecting and be affected by the developemnt of a person. These layers include Microsystems, Mesosystem, Ecosystems, Macrosystem, and Chronosystem (Bronfenbrenner, 1995). The rationale behind the development of the ecological systems theory was to was to describe and analyze progression of humans in the context of the system of interactions which constitute the world of the person, rather than in isolation from it. (Adane, 2013). The theory, again, is used to simulate and model the developemnt of an establishment such as the school environment, and thus, suitable in analyzing the complex nature of the school.

According to Bronfenbrenner (1995), a microsystem can be described as a series of operations, positions, and social interactions encountered by an emerging human in certain contexts with precise material and physical features with other people who have distinct characteristics of demeanour, ideologies and temperament. This results in an ensemble of frameworks that are intimately linked to the developing person, and as a result, there is a bidirectional interaction between these structures and the developing person. Assuming that the Microcosm is expanded to include institutional progression rather than human evolution, and that the institution is the focus, the school's microcosm would involve pupils, parents and relatives, administration, instructors, and members of the community in which the educational facility is locate (Johnson, 2008).

Mesosystem entails the linkages between microsystems. It posits that since the the layer is a connection of several microsystem with a bi-directional

influence, it is justified to claim that the Mesosysytem, similarly, depicts a bi-directional influence. In the same vein because the line of effect between the institution and each component within the Microsystems is bidirectional, the mesosystem also shows bidirectional effect between the complex configurations within the Microsystems. An instance of the mesosystem of a single school, according to Adane (2013), is shown during interplay and complexities between its microsystems, parents, and learners where parental preconceptions as far as extra-curricular and academic achievement of wards are concerned, can frequently generate a fluidity that directly and indirectly impacts the ambience and atmosphere of the educational facility. The author asserts that unrealistically great standards combined with a low capacity for failing can result in a dynamic between the ward and parent that is defined by tension and dread. Student behavior in the classroom as a result of such anticipations, parental demands to make sure their child's progress put on school personnel, or an endeavor by staff at the institution to safeguard wards from such parental demands by limiting the level of information that is disclosed based on the accomplishment of the learners are all illustrations of how this dynamic impacts the institution in several ways, both directly and indirectly (Johnson, 2008).

Exosystem: Unlike the micorsystem and the mesosystem which are characterized by a bi-direciton influences, the Exosystem exhibits a unidirection influences. It reflects a larger social system, which consists of decisions, events, situations, strategies over which the emerging individual has no control, such as a political system. As a result, the exosystem has a unidirectional impact on the growing individual, influencing him or her either directly or indirectly. In the

case of a single school, Johnson (2008) argues that the exosystem might include structures such as state rules, local economy, district requirements, and local calamities, among other things.

According to Bronfenbrenner (1995), the Macrosystem exerts unidirection on the layers of the system, which include the microsystem, the mesosystem, and the exosystem. It has been referred to as "social blueprint" of a specific subculture, culture, or broad social context, and it includes the overall trend of principles, ideologies, ways of life, prospects, norms, and supports available to the specific culture in question. As per Johnson (2008), the macrosystem of a single school is found not only in the political, cultural, economic, and social climate of the surrounding area, but of the entire country.

Chronosystem has not been accepted as a one of the layers; however, its role is very essential for all the layers of the ecological system. The chronosystem is a time-based aspect that affects the procedure of ecological systems throughout the world, and it encompasses both the long-term and short-term time aspects of a person over the life span, and also the historical and social time frame of the broader environment where the person stays, among other things. As a result, the chronosystem of a particular school reflects both the day-to-day and year-to-year evolutionary events that happen in its student population, curricular selections, staff who teach, as well as the total years the institution has been functional (Bronfenbrenner, 1995).

The Cognitive Load Theory

Anthony and Artino (2008) postulated that a students' thinking has impacts on their enthusiasm, which goes to an extent to have an effect on their productivity. Hence, it is seen as some prominent factor that determines the

academic achievement of the student; because, it affects the success of learning. Also, it posits that learners possess different cognitive styles, and this fact is relevant to the teacher in developing a method which would enable students to cope with a specific task or situation by accessing the different techniques that are mental in nature (Danili & Reid, 2006). The Cognitive Load Theory, it is believed, highlights the options accessible to instructors and tackles the wide range of cognitive capacities present in students due to the reason that studying and instruction are interactions between students and a syllabus, guided by an instructor (Fosnot, 1993; Ngema, 2016).

In psychology, cognitive load is expressed as the proportion of information that must be processed by the working memory at a given point in time (Kirschner, Paa, & Kirschner, 2009). Working memory can only handle a small number of new items at a time, and it will keep them only for a short length of time before being overwritten (Anthony & Artino, 2008; Sweller, 1994). A successful learning experience is governed on the working memory's capacity to process and work on incoming information and keep it in schemas in order to free up room in the working memory for new obtained data to be processed (Anthony & Artino, 2008; Ngema, 2016).

However, it is recommended that the ability of the cognitive memory does not exceed that of the working memory; otherwise, learning would be unsuccessful. Moreover, according to the Cognitive Load Theory, the cognitive load should not surpass the limit of the working memory; it also identifies methods that may be used to manage the cognitive load and the development of schemata in learning situations (Kirschner, Paa, & Kirschner, 2009). Additionally, it necessitates that instructional content be proportional to the

cognitive resources of the learner (Cooper, 1998). The implication is that what is presented to a pupil must first be conceptualized in his or her working memory, which is finite, and then incorporated into the long-term memory, which is boundless and everlasting. For knowledge to be kept and organized in the long-term memory, schemas must first be formed in the brain (Kirschner, Paa, & Kirschner, 2009). Sweller (1994) agrees that when the schemas are appropriately formed, a learner may grasp the subject matter under consideration. Sweller (1994) further posits "the intellectual mastery of any subject matter to be overwhelmingly dependent on schema acquisitions and the transfer of learnt procedures which are from controlled to automatic processing".

Schemas are mental processes that are used to organize fundamental knowledge in relation to previously acquired knowledge. It is possible for schemas to be formed in two ways: first, unknowingly, which is known as automatic processing, and, secondly, deliberately, which is known as controlled processing (Sweller, 1994). Using the example of what we already know, Cooper (1998) defined the two mechanisms by arguing that what we already know makes people quickly recognize or make meaning out of incoming information that is provided to us. Because the majority of the parts have previously been conceptualized, if a learner has a high degree of understanding in one topic, he may need a few elements to keep the information in that subject. Unlike a student with a low degree of skill, who will be viewing material for the first time, a learner with a high level of competence will require a working memory to pay attention to a large number of aspects (Cooper, 1998). The

consequence is that slow pupils must be assisted in order to lessen the strain placed on their working memory during learning.

Cooper (1998) and Sweller (1994) asserted that schemas minimize the stress on the working memory since they arrange content into parts that are simpler to recall than individual pieces of information. Because of the decrease in the cognitive load of a learner, disciplines such as science and mathematics may be more easily absorbed by students. However, the manner in which these science disciplines are taught, and the design of the resoureces for studying and instruction, has an impact on the decrease of a learner's cognitive load. In order to lessen the strain imposed on the learners' working memory, it is critical that instruction be done in a way that alters how the information is delivered.

Types of cognitive load

According to Merrienboer and Sweller (2005) and Anthony and Artino (2008), cognitive load as a concept has three kinds that can be identified. These are the, the extraneous cognitive load, the Germane cognitive load and instrinstic cognitive load.

The intrinsic cognitive load is established by the prior knowledge of a learners (expertise), and it cannot be changed by the manner in which instruction is delivered; nonetheless, it is dependent on the amount of components that must be processed simulatanoeusly, as well as how such elements interact.

The extraneous cognitive load is as follows: While the way a task is given to learners determines the sort of stress that they will experience, instructional intervention can influence this type of load.

The Germane cognitive load is as follows: This sort of load is determined by the creation of the schema and the automation of rule-based workflows (rule automation).

Self-Determination Theory

Inspiration among learners for academic success differs in strength (amount) and quality (nature), as per the self-determination theory, and both variables indicate academic accomplishment and continue to college beyond high school (Deci & Ryan, 2002; Reeve, 1996). In contrast to external pressures, intrinsic motivation, being focused and determined, is derived from the one learning's own wants and interests as compared to others (Deci & Ryan, 1987). In fact, it is such internal, high-quality, self-determined motivation that is the most potent predictor of positive school-related involvement and achievement (Vallerand, Fortier, & Guay, 1997; Reeve, Bolt, & Cai, 1999; Hardre & Reeve, 2003; Lau & Chan, 2003). Students, on the other hand, are not all intrinsically driven to complete all activities or study all courses. Students can enhance their enthusiasm for trying to learn activities and subject matter by engaging in internalisation, which is the method by which a student embraces an increasing choice and worth for learning while also taking active role in the learning process. As such, internalisation is the means by which a student embraces a strong choice and value for studying while also taking ownership of the learning process (Ryan & Connell, 1989; Reeve, Deci, & Ryan, 2004). It is possible to increase internalization through the encouragement of three crucial characteristics of learners: competence, autonomy, as well as connectedness as per (Black & Deci, 2000; Ryan & Deci, 2000). Through internalisation, a pupil becomes very much self-directed (as opposed to being decided by others or

being subjected to external pressure) as per the assertion by Deci (1995) and Reeve et al (2004). A great deal of study has been done in the area of self-determination, mainly in the U.S.A and Canada (Deci & Ryan, 2002; Reeve et al., 2004). Students' impressions of instructors' and classmates' impacts, as well as social cues, can either increase or decrease their intrinsic and internalized motivation in the classroom and school setting (Reeve, 1996; Deci & Ryan, 2002; Reeve et al., 2004). In one investigation conducted in Hong Kong, Kember, Jenkins, and Ng (2003) found that fostering self-determination had good benefits on individuals' well-being.

Summative Perspectives on the Theories

It is clear from the facts presented previously that the elements that influence students' academic success are numerous and complicated, and that they are multidimensional. The ecological systems theory developed by Bronfenbrenner, as well as cognitive load theory, are the two ideas that serve as the foundation for this investigation. The most appealing feature of the Urie Bronfenbrenner's ecological systems theory is that so as to acquire a holistic comprehension on the causes of the poor academic performance in Senior High Technical School, there is a need to consider the individual student together with his environment. The theory is relevant as it enables the one researching to have a complete view on the academic results or productiveness of the student as being affected by a bigger social system. These social systems which directly affect the student include the household, school, and the community. It is also clear that the student performance is affected by a wider social system such as the way of life, systems that are political, values and social institutions, that exist in one's society. Thus, in influencing the degree to which individuals

succeed in educational institution, the effects and encounters that come from the interactions among different social systems are important considerations to factor. Using the ecological theory, learners' abysmal results as far as academics are concerned have a connection with characteristics that are associated with social systems in the area in which the respective schools are located. Accordingly, in terms of determining the root reasons of poor grades in school, the ecological theory is an excellent theory to utilize. As per the framework of the theory and in association with the paradigm of this investigation, the present investigation tries to analyze the variables that lead to poor grades in Senior High Technical Schools.

The Cognitive load theory also elucidates an aspect of learning motivation that affect academic performance. In this theory awareness is created to teachers who are the facilitators of the curriculum. The theory portrays that the content and the load students are presented affect learning and this later determines how they will perform academically. This theory is relevant to the teacher in that it allows him to scrutinize any material meant for their students before delivering it to them, being mindful of the course load. More so, using the Cognitive Load Theory, instructors may see what options are accessible to them and how they can handle the wide range of cognitive skills of their students. Thus, the teacher uses this as a focal point to devise different learning strategies to meet different cognitive abilities of the learner.

Conceptual Review

This aspect of the literature throws more light on a number of concepts used in the study. the subsequent paragraphs provide more information on these concepts.

Education

Education relates to the procedure that occurs at a learning institution, in which one person imparts knowledge while the other acquires it from the former. Education is defined as the honing of a person's given capacities, which will enable him or her to exert significant influence over his or her surroundings and to fully realize his or her potential to a significant level (Saxton, 2000). Hornby (2006) characterizes education as the teaching process or learning and development at a school or college to increase understanding and advancement skills in enhancing knowledge and progress capabilities. There is a raging discussion about how to best educate infants and young people for achievement and attainment in the twenty-first century as developing countries transition from the notion of exporting raw resources to that of becoming industrial bases as their economies expand (Huitt, 2007). Mlozi et al. (2013), on the other hand, describe education as a process of focusing on making choices that take into consideration the big future of the economy, the ecology, and fairness for all inhabitants (Mlozi et al., 2013).

In general, education may be regarded as a method that aims to generate well-balanced individuals who possess the necessary information, skills, values, aptitudes, and attitudes to contribute to national development as functioning and productive citizens (Namale, M. K., Upoalkpajor, J.-L. N., & Ayambire, C. A., 2012; Sayed et al., 2013). In furtherance to playing a crucial part in the training of human capital, education is also associated with one's wellness and the opportunity to have a more fulfilling life as per Battle and Lewis (2002). Truth be told, quality education guarantees the skill acquisition that facilitate people to boost their efficiency while also improving their health, and as a result, it is

regarded as the very first phase in every human operation in this era of globalization and advanced technology.

Concepts of Academic Performance

Academic performance has diverse definitions and basis but commonly defined as how well someone does during their academics. In the words of Armstrong, it relates to both organizational activities and outcomes, and it is the process of altering organizational attitudes and practices of work in order to accomplish desired results (Armstrong, 2006). The educational achievement, as defined by Otu-Danquah (2000) and Otoo (2007), represents what an individual is capable of doing when assessed on what he or she has been given. Also said is that academic achievement is tied to one's ability to think critically (Otoo, 2007). Academics are of primary interest in the educational domain, and as a result parents, educational practitioners, governments, and other non-governmental organizations (NGOs) usually allocate resources to educational institutions so as to make sure that students achieve the greatest levels of academic achievement (Good, 2008; Hoy et al., 2002). Worthless are academic facilities if there are no pupils present. This is true, in that learners are one of the most valuable assets that any academic institution may possibly have as per Sentamu (2003). Such viewpoint or assertion, on the other hand, becomes valid only when pupils' academic achievement is sufficiently strong. As a result, when students graduate from an academic program, the grades they get serve as crucial markers of their competence and productivity when they begin looking for their first employment.

According to Armstrong (2006) academic performance should be measured based on two-way standard; behaviours and results. Students'

techniques and capabilities to apply what they have studied in social instances and the speed with which they progress to higher academic institutions are all indicators of how well a school is doing academically. As a result, academic performance should not only be measured by test scores or examination results, but should also take into account the school's achievements in other areas, such as providing learners with the necessary skills for survival. According to the researcher's findings, a school's performance should not be evaluated just on the basis of its academic output, but should also take into account other educational outcomes (Armstrong, 2006). In reality, one's educational attainment has a significant effect on their life prospects, salary, and overall wellness as per Battle and Lewis (2002). As a result, the output of children in any academic activity has been of particular concern to parents, educators, and the general public (Ajayi, 2006). As an assertion by (Thomac & Marshall, 1979), performance may be defined as an activity taken by someone or group in response to a learning challenge.

The term “performance” is frequently used in education to refer to the completion of a task, an assignment, or a course, and is typically considered identical with accomplishment or attainment. According to Hawes and Hawes (1982), achievement is described as a great result or grade in a specific topic, area, or course, usually as a result of hard effort, skill and perseverance, which is often manifested in various forms of grades and marks (Hawes and Hawes, 1982). Academic achievement in education can be equated with good results, as well as with scholastic accomplishment or attainment, depending on the context. In accordance with Derek (1981), academic attainment is a measure of a learner's competence and accomplishment level in a school topic or a specific

skill set. To put it in another way, academic success has everything to do with the capacity and accomplishment of a student when it comes to his or her schoolwork. Tests, exams, and assignments are frequently used to assess performance.

Concepts of Poor Academic Performance

The notion of "poor academic achievement" differs from one person to the next. The circumstance in which the individual does not accomplish the desired achievement as per their skills, leading in a changed personality that impacts all other elements of life, is defined by Diaz (2003) as poor grades or academic failure. He observes that, whereas the existing educational system considers that the learner has failed if he or she does not meet a target, it is more suitable to determine academic failure by looking at whether the learner operates below their ability (Tapia, 2002, quoted in Diaz, 2003). Poor academic performance, according to Bakare (1994), is defined as any output that is below a set criterion. This varies from 40 to 100 points, based on the subjective yardstick used by the evaluator or assessor to determine excellent criterion. According to Aremu (2000), bad academic performance is defined as one that is assessed by the examinee / testee and/or some other significance to be below an anticipated standard, with some other relevance being below a standard required. The understanding of this anticipated or wanted level can be better recognized when the assessor of the accomplishment has a continuous cognitive ability to think about it.

As a result, multiple interpretations might be provided by the evaluator or assessor depending on a variety of criteria (Aremu, 2000). For a long time, academic performance has been defined as the overall success or achievement

of students in a given field of study as demonstrated by test scores, marks, and scores of descriptive commentaries. Over the years, different parameters such as the mindsets of teachers, students' perceptions, and classroom circumstances have been noted as being affiliated with educational outcomes (Adediwura & Tayo, 2007; Etsey, 2005; Hattie, 2014; Koroye, 2016; Usaini et al., 2015). For instance, a 75 percent performance can be regarded a great result in senior secondary students, while a very excellent performance in junior secondary students will be considered a very solid result. A comprehensive assessment of the output and the individual's viewpoint, along with the criteria of the examination, however, may lead him or her to conclude that the performance was really low. Furthermore, a student's score of 40 percent in any subject might be characterized as low when, in reality, the output is really good by all indicators of success. Thus, the idea of bad academic achievement is very relative, and it is dependent on a variety of intervening circumstances to be defined accurately. As a result, educators continue to place a high importance on the topic of factors influencing pupils' academic achievement, as per Considine and Zappalà (2002).

Conceptual Framework

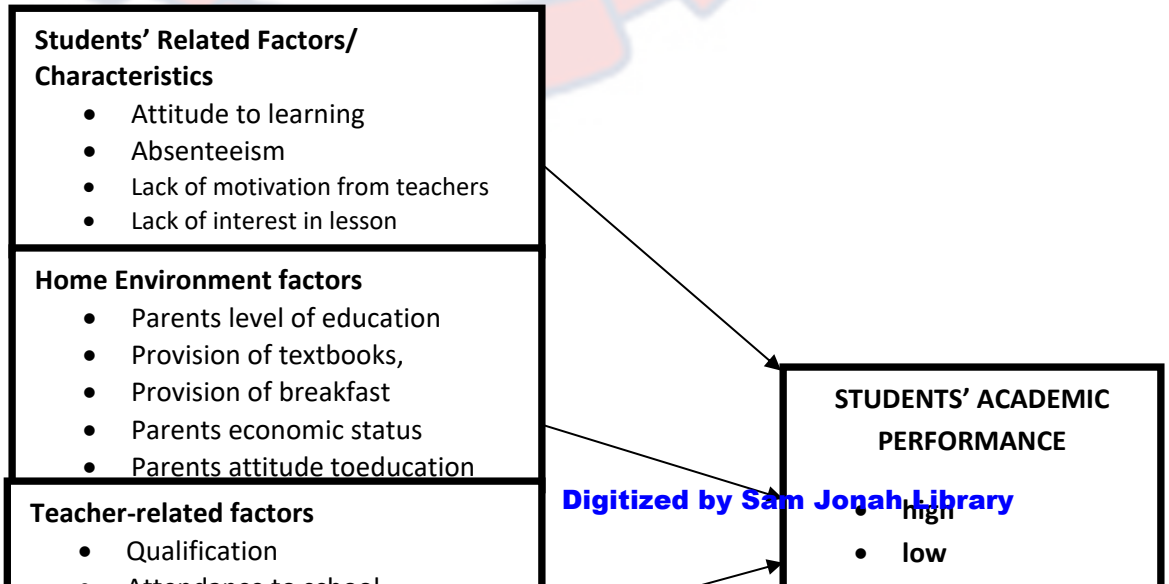

Figure 1- Factors Affecting Students' Academic Performance
Source: Autor' s Construct

Factors Affecting Academic Performance

It is argued that education of the individual is a product of many interrelated factors. The factors that are believed to have influenced academic performance may be categorized into school related variables, teacher-side variables, home related variables as well as student characteristics (Adane, 2013; Waweru, 2012). This has been conceptualized below:

Student-related Factors Influencing Academic performance

There are certain inborn habits or attitudes that students possess that have an impact on their academic success. Included among these are students' involvement with literature and schoolwork during their free time, their self-concept and motivation, attitude toward education, their overall health and nutritional state, their interest in classroom activities, and so on (Adane, 2013).

Attitude of the Students

Attitude is a state of mental preparedness for a certain activity that determines what a person sees, hears, thinks, and does in the future (Kapur, 2018). Learning to do well in school is only possible with a good attitude, since

a positive attitude fosters interest in academic pursuits, and interest in turn fosters commitment, which in turn fosters a desire to attain success in education. The attitude of the student determines how much effort he invests into his studies. A well-designed plan ensures that students allocate appropriate time for their academic activities, and students who are goal-oriented generally have a good attitude toward their educational experiences (Kapur, 2018). According to Kapur (2018), such students are endowed with the characteristics of discipline, diligence, and ingenuity, and they are more likely to devote less time to recreational and leisure activities than their peers. In this way, pupils will gain the capacity to attach themselves to studying and thrive in their academics if they have a good attitude toward learning. In addition, the amount of time that the student exerts in academic related activities such as homework, class exercise, group work, projects etc. is highly correlated with the amount of motivation that the student has acquired, and therefore determines the level of academic performance (Butler, 1987; Waweru, 2012).

Factors that Influence Students' Attitudes

Students' dispositions are likely to be affected by different circumstances, including their degree of proficiency and conceptual mastery of the subject matter, their level of confidence, their school environment, their level of motivation, their level of dedication, and the mindsets of their professors. Students' attitudes are influenced greatly by their technical skills and conceptual command of knowledge, according to Schafer, Bene and Newbery (2001). Students who are technically inept or who lack key ideas have a negative impact on their views. Mathematics classes will never be enjoyable for a student who does not have the necessary abilities and knowledge to solve a basic

arithmetic issue on their own. According to Brown (1982), the majority of pupils, particularly females, lack confidence in their ability to solve mathematical issues both at school and outside of school.

The pupils' lack of confidence, according to Brown, is a result of their inadequate conceptual and phenomenological mathematics foundation. The children will have difficulty understanding the concepts they study in their subsequent courses as a result of this. Another aspect that has an impact on pupils' attitudes is the atmosphere they are in at school. Structure, learning resources, furniture, libraries and other associated circumstances such as those in institutions, as well as other factors, have a major part in the shaping of students' attitudes towards mathematics. These circumstances have a significant impact on students' views on the subject matter they are studying. According to Cedrez (1993), unavailable academic infrastructure may have a negative effect on the attitudes of even the most dedicated and well-prepared pupils, and may bear a significant effect on their academics.

According to the findings of the Lockheed and Verspoor (1991) research, the fundamental aspects of the educational environment are commonly absent in most developing nations, resulting in pupils skipping mathematics lessons in the Senior High Schools on a more frequent basis than in the other grades. According to the World Bank Report (1992), inadequately maintained school buildings or resources deter pupils and poses a detrimental impact on their academics. Furthermore, when it comes to students' attitudes toward peer tutoring, motivation is important to take into consideration. Musaasi (1998) describes motivation as the internal force that propels people in acting in a manner. He went on to explain that it is comprised of a variety of psychological

variables that motivate people to initiate and continue actions that lead to the attainment of personal objectives.

According to Chauhen (2007), motivation is defined as the propensity to act to generate some outcomes. He distinguishes between two sorts of motivation: inner motives and extrinsic incentives. He defines intrinsic motivation as the wants, needs, and goals that exist inside a person, and believes that a learner who is intrinsically driven will study with a good attitude, with little or no monitoring, as opposed to a student who is not. According to him, extrinsic motivation is derived from external stimuli such as incentives, resource accessibility, the encouragement of reactions, and severe monitoring.

This illustrates why students' motivation has a favourable association with their academic achievement in the classroom. Lockheed and Verspoor (1991) observed that if students are not given the appropriate motivation or are not placed in a proper psychological state of mind by enticement, they would not perform satisfactorily on tests. They claim that the number, quality, drive, and skills that students possess, as well as their attitude toward education, greatly influence how excellent education will be, and they underline that an improvement in education is mostly dependent on highly motivated students (learners).

The devotion of instructors is the most important element shaping pupils' attitudes and behaviour. Teachers' commitment, according to Lodahl and Kejner (1965), is described as the level to which an instructor is interested in his or her profession or the significance that he or she gives to instruction, as well as his or her perspective of teaching as adding to his or her self-image. According to Her Majesty's Inspectors of Schools (UK), (1990), a major element in students'

attainment of high benchmarks was the degree of dedication on the part of instructors to guarantee that students were moving in the right direction in their studies.

Motivation of the Student

According to Woolfolk (2013), arousal, direction, and maintenance of behaviour are all influenced by the internal state of motivation. His distinction between intrinsic and extrinsic motivation is explained as follows: extrinsic motivation is defined as one fueled by events other than the duty to be done, such as punitive action or incentives, whereas intrinsic motivation is defined as motivation caused by a genuine concern in the assigned task.

Thus, motivation can take various forms. The interesting delivery of lessons by the teacher by making lessons easy as much as possible capture the attention of the student. Accordingly, lessons that are delivered to learners as pertaining to what is known to what is unknown arouse the interest of such student. The student is also motivated by adequate guidance and counselling by the teacher in the classroom. Concern for the student regarding their progress in the class also stimulate motivation in the children. Beside the above factors, the conducive environment created in the classroom which is free from prejudices create self-esteem in the student and that form a basis for motivation. As indicated, motivation is not only the provision of concrete materials to students but also showing interest in what the student does.

Some topics in classroom studies are difficult to acquire and comprehend because they are complex. When students encounter issues and difficulties, they must seek aid from others in order to overcome these difficulties. According to Woolfolk (2013), when pupils are incapable of

receiving grades they seek, rather than becoming enraged with them, instructors and parents should provide them with aid and support. They should stimulate and encourage kids to accomplish well in school and in life in general. They must recognise their own shortcomings and work to overcome them. When students are having difficulty learning key ideas, teachers should repeat the concepts to them and give them class and homework tasks to ensure that they have a thorough comprehension of the topics in question (Woolfolk, 2013; Srinivas & Venkatkrishnan, 2016).

Factors that Influence Students' Motivation

Class and curriculum structure

Child development expert Woolfolk (2013) asserts that children flourish in environments with order and suffer in environments with confusion. When learners perceive or observe that their class follow a framework and that the class resources and curriculum have been planned in advance, they feel more secure about their education. The need for a sense of security is one of the most fundamental human wants (Srinivas & Venkatkrishnan, 2016). When such is supplied in a classroom environment, pupils are able to devote their whole attention to the learning topic at hand. Education professionals must develop lessons and curriculums in order to make childeren feel more safe. The preparation of any materials that will be utilized in class should begin well in advance. Education professionals can also express the objectives of a course or class before the start of a semester or a semester's worth of classes.

Teacher behaviour and personality

Lodahl and Kejner (1965) stated that students' attitudes toward the topic as a whole might be negatively affected if they are experiencing unpleasant

emotions such as fear or dislike of their instructor. When an instructor expresses a preference for specific pupils or uses insulting and demeaning language, it can have a negative impact on their drive to succeed in school. Student desire to learn may be favourably influenced by factors such as positivity, compassion, constructive reviews, and support, among other things.

Teaching methods

Lodahl and Kejner (1965) stated that in education, pupils are more likely to keep their desire if their teachers employ a variety of instructional approaches. This adds variety to the classroom and keeps childeren from becoming bored. Making some choices, such as which partner you want to work with, may be advantageous as well as liberating. A single class will most certainly contain students with varied styles of studying, even within the same discipline. As a result, by utilizing a variety of instructional approaches, a teacher is more likely to address these demands. According to Srinivas and Venkatkrishnan (2016), another key component, particularly when it comes to girls pursuing STEM areas, is ensuring that the information or skills gained can be implemented in a real-world setting once they have been acquired.

Parental habits and involvement

Just some handful of parental behaviours, especially those that are intrinsically motivating, might have an indirect impact on children's source of inspiration (Srinivas & Venkatkrishnan, 2016). Srinivas and Venkatkrishnan (2016) listed the following as parental habit that influences students' motivation:

1. demonstrating an interest in the child's learning material,
2. raising questions about their day,

3. paying attention,
4. assisting with particular jobs or skill sets studied at class,
5. having to attend parent gatherings,
6. inspiring learners to finish schoolwork or study in preparation towards a test.

Reading is another habit that has been shown to increase motivation in the long run. Reading to infants and with such young children helps them acquire reading skills more quickly than simply chatting to them. Students' performance in subsequent times of schooling, on the other hand, might be determined by their ability to comprehend what they are reading.

Learning environment

Another aspect that influences motivation in education, according to Woolfolk (2013), is the educational setting, sometimes known as the "school climate." The phrase "school environment" refers to a variety of rules and regulations that collectively affect the general climate of a school. In a positive academic setting, childern feel safe and secure, and their fundamental requirements, such as daily meals, are met. It also offers an ideal atmosphere for students to form good social interactions. It has been shown that having too many lessons and a learning atmosphere that is overly serious might reduce motivation in school (Chauhen, 2007). Including a lighthearted aspect in lectures can assist to lighten the mood while also increasing motivation and outcomes. The provision of sufficient time for play and rest can also be beneficial.

Assessment

According to Gyamfi (2016) and Etsey and Gyamfi (2017), although standardized evaluation raises the bar for academic achievement, it has the potential to undermine kids' motivation to succeed in school, particularly at a younger point in their schooling. In nations such as Finland, where elementary school pupils are not subjected to any tests, the polar opposite is true. Despite the lack of formal evaluation, Finnish youngsters attain better degrees of success in terms of academics than their counterparts. It is also normal for pupils to lose motivation if assessments are consistently too difficult for them to complete (Asamoah-Gyimah & Anane, 2017). Thus, it hinders a sense of accomplishing and, over time, slows motivation to continue one's education. Thus, it is vital for educators to continue and use a variety of testing techniques that are capable of meeting the diverse learning requirements of pupils.

Student absenteeism

The absence from a specific location at a specific time as anticipated is classified by Ejer (2010), and also the absence from work is as either not being present for the entirety of the day or being unavailable for a portion of the day (Weideman, Gogas, Lopez, Mayet, Macun & Barry, 2007). In addition, they point out that, while handling absenteeism, it is essential to take into account both the instructor's absence and the student's absenteeism, since learning requires both a learner and an instructor. As a result, absence among instructors has a negative impact on academics of learners. Among the individual contributing components to absence from school are age, ailment, gender, and intellectual disabilities; socio-economic factors that contribute to absenteeism include transportation problems, food shortages, the effect of HIV and AIDS,

child slavery and early pregnancies; and educational factors that contribute to absenteeism include inadequate school amenities and poor learner-teacher relationships.

Absenteeism is a factor that should be discouraged if it is humanly possible because it adversely affects the students' performances. When the student's absenteeism is frequent, it results in the reduction in the learning time since the student has to do a remedial on topics missed, and this makes it difficult for them to get a respectable grade in exams. The absenteeism of a teacher from school may also trigger poor academic performance because syllabi are not covered entirely, and teachers may be reluctant to organize remedial teaching in respect of the absenteeism without a fee. Because students feel that studying will not take place while an instructor is unavailable, persistent teacher absence may likewise encourage student absenteeism. Because of the teacher's absence, they are unable to mark exercises and assignments, which can lead to pupils being demotivated, which in turn can negatively impact their academic achievement (Ngema, 2016).

Causes of Absenteeism

Truancy is a result of peer pressure, which is a contributing factor. Students' viewpoints on truancy were examined closely, and it was discovered that they together with instructors agree that pressure from friends is a contributing factor to truancy amongst learners. That is to say, when pupils associate with those who are disruptive, they contribute to truancy. It was observed that wards in secondary schools are teenagers who, at this phase, bring pals to class and invest extra period with them than with their mom and dad; as a result, if a young person becomes involved in an unhealthy companionship,

the pupil is more likely to copy the behavior of the companion. It is in accord with the idea that misbehaving students have a propensity to urge other youngsters to be truant among themselves from class in order to engage in absenteeism as per Sekyere (2012). Truancy is a result of ineffective leadership in the educational setting, which is a contributing factor.

Truancy is caused by the use of authoritarian approaches in the classroom (Farrant, 2004). Trujillo, on the other hand, maintains a different point of view and believes that children who attend authoritative institutions, those that place strong expectations on them while still providing a high degree of support, have the best attendance (Trujillo, 2006). Because authoritarian tactics in school result in a high degree of discipline among pupils, as well as improved attendance and academic results, this agrees with some of the viewpoint of instructors and is backed by the study. If the ward does not have the capacity to settle school fees, the kid may be considered truant. This was a point of view held by the professors. Due to parents' failure to care for their children's fundamental necessities, youngsters are forced to skip school. The refusal to give learners with the tools and equipment key for a successful technical course results in their dismissal, and because the majority of them are teenagers who are self-conscious, they refuse to return to school in the following days until the tools and equipment are provided. As per (Sekyere, 2012), children whose parents are unable to supply them with the basic requirements of life such as food, clothes, and school supplies are more likely to miss school in order to engage in economic activities to supplement their family's income as asserted by Sekyere (2012).

Failure to give pupils with the appropriate assistance results in truancy on their part. Such conclusion is consistent with the findings of Ma'aruf (2005), who suggested that a bad connection between parents and children, as well as a lack of parental involvement in the child's wellbeing, are contributing factors to students' truant behavior. A further parent expresses concern that "the majority of parents do not visit their children at school to check on their well-being, attendance, and academic success." If students do not receive the necessary support from their families, they will be unable to attend school, and if they do attend school, they will be unable to do much since they might not be possessing materials used to write such as pens, pencils, and an exercise book, and others.

Teacher-related Factors Influencing Academic Performance

Academic achievement of pupils is significantly influenced by the performance of their teachers. Following the findings of an investigation conducted in Kenya by Kimani, Kara and Njagi (2013) on the impact of teacher characteristics on student academic achievement, the researchers found that the teachers' encounter, age, gender, and teaching certification had no statistically significant association with students' academic achievement. Students' academic performance was shown to be highly influenced by their achievement goals, as were the completion of their syllabuses, paying particular attention to low-performing students, assignments, student evaluations, and the amount of instructional time a teacher could dedicate to them. As per Akiri and Ugborugbo (2009), two Nigerian academics, showed that there is no statistical relationship between teacher efficiency and academic performance in Nigeria.

Skills, Abilities and Qualification of the Teacher

According to Waweru (2012), quality education necessitates the use of quality teaching professionals. Teachers have been entrusted with the responsibility of assisting pupils in improving their academic performance in the classroom. They have been entrusted with power to manage every class operation and ensure studies take place, and as a result, they must be well-trained so as to properly disseminate the curriculum. As Agyemang (1993) points out, it is critical for instructors to exhibit the qualities of professionalism and conscientiousness; otherwise, their actions may have a detrimental influence on the performance of their pupils. As a result, the instructor must be approachable, willing to listen and willing to propose answers to the challenges that the pupils confront. A well-organized teacher, according to Waweru (2012), possesses requisite ideologgies as well as perspectives about the topics that they are instructing, makes effective use of technology, employs cutting-edge methods in the process of studying and instruction, manages discipline, and oversees every activity in the class as well as general activities at the insitution and works in an orderly fashion.

Working Condition of the Teacher

Kesewah (2012) laments that the working conditions of teachers have an impact on their capacity to provide children with high-quality education. Availability of textbooks and learning materials, nature of infrastructure, and class size all have an impact on the instructor, rendering him or her impotent in terms of being productive. In addition to the deficiencies described above, teacher compensation has a significant influence on their output in the classroom, that has an impact on the performance of the pupils. Instructors who

get inadequate compensation may be compelled to take on another work or acquire a part-time employment in addition to their teaching duties, which may result in a lack of loyalty between his or her part-time job and his or her substantive job. As a result, it is possible that instruction may not be completed efficiently.

Using data from an investigation carried in 12 Latin American countries, Willms (2000) proves that school children in schools where several instructors work other job positions with particular with respect to classroom guidance are 1.2 times more likely to experience reduced test scores and higher grade repetition than children in schools where little instructors operate other job positions in addition to classroom instruction

Teacher's Attendance

Adane (2013) contended that regular attendance of the teacher facilitates effective learning in the school, and this is crucial in that it enables students to access knowledge. Accordingly, a frequent absenteeism, for no apparent reason, poses great threat to the output of students as far as academics is concerned, for syllabi are not covered entirely, and teachers may be reluctant to organise remedial teaching in respect of the absenteeism without a fee. Irregular attendance of the instructors may also cause student's absenteeism to rise, for they have the mindset that when instructors are absent studying comes to a halt. Indeed, the teacher's absenteeism results in their failure to mark exercises and homework, so this may demotivate the students which ultimately affects academics (Ngema, 2016).

Teaching-Learning Methods

Unquestionably, an instructor who is conversant with content knowledge but who does not have an adequate technique or teaching approach faces a significant problem in terms of providing an effective lesson delivery to students. Methods and procedures for instruction and studying should be key for the students' abilities and ages, and they should be adjusted according to the scenario in the classroom. According to Kapur (2018), it is critical for them to guarantee that the teaching approaches are shown to be learner-friendly before proceeding. According to him, for example, if kids study well by dictation of notes, then instructors should give notes for their pupils. Although verbal explanation is preferred by certain pupils, it should be encouraged wherever possible.

Home-related Factors

Since the individual does not live-in isolation but lives in the company of others, he or she is affected through a myriad of variables in connection with one's house. Included among these are socio-economic standing (educated and employed adults with a steady income), family number, the sort of control used at the house, the organizational structure of the family, as well as parental participation and engagement (Adane, 2013).

Parents attitudes towards education

In their book, "schools and Socialization", Morrison and McLutyre (1971) cited that Academic success is determined by the goals and ambitions of parents about their offspring 's schooling. Waweru (2012) argues that a good outlook on the part of the parent, as well as reinforcement and encouragement, helps children to achieve psychological balance in their lives. In conclusion,

psychological assets have an influence on a learner's capability to do well in the academic settings. In this manner, children who are encouraged by their parents to work appear to be at a benefit, and this desire is typically tied to the parents' social, economic, and cultural position, and to a significant part, to their level of education as well (Maina, 2010).

The education level of parents

When comparing parents with a high degree of schooling to parental figures with a low degree of education, Schiller et al (2002) concluded that parents with greater educational attainment appear to be preferably able to ensure that their wards are gevin the needed academic as well social assitance necessary for academic achievement. In a similar line, Odhiambo (2005) asserts that parental education and motivation are highly associated with increased student accomplishment. Wards with guardians or parents who are college-educated, according to Phillips (1998), have a higher tendency to attain high levels of academic accomplishment. Wards with parents who are both college-educated are likewise more likely to reach high levels of academic achievement. When comparing parents with higher educational backgrounds to parents with lower academic status, Schiller, Khmelkov, and Wang (2002) found that parents with better educational backgrounds appear to be best apt to supply their kids with the social and academic support necessary for academic attainment.

Socio-economic status of parents- income and job status

In economics, the prodcutiveness or end results of goods and services is determined by the the amount of input invested. Similarly, the the output of the student (indicated by academic performance) is to a greater extent positively correlate with the amount of resources invested into the education of the student.

Parents whose income level is high are better placed to support the education of their wards financially. As McMillan and Western (2000) shown, the social and economic standing of parents is most usually calculated by incorporating their professional profile, level of education and level of income, and it is the best indication of the quality of pupils' accomplishment since it is the most potent or strongest predictor. The socio-economic status (SES) of pupils, in addition to school characteristics and student variables, is a key predictor of their success at educational institutions.

In addition, Kapur (2018) emphasizes that in order to fulfill academic goals, a significant amount of time and resources are necessary. He listed the goods as follows: books, reading resources, technology, stationery, uniforms, bags, and even private tuition at the house, all of which are dependent on the financial situation of the parents. He also listed the items as follows: As a result, when parents are in good financial standing, they will be able to obtain all of these resources. Families from disadvantaged, marginalized, and social and economically backward sections of the community, on the other hand, face a difficult struggle in order to achieve this criteria.

School-related Factors

A host of numerous school environmental determinants have been noticed to contribute to how one does well in academics. Some of these considerations are the class size and pupil-teacher ratios, accessibility of site of the institution, course resources, physical infrastructure, teacher certification and expertise, and supervisory capabilities.

Availability of physical facilities

Classes, hallways, desks, seats, tables, labs, and libraries are all examples of physical facilities that may be found in a school. Students' efficiency is enhanced when their learning environments are in good shape. Waweru (2012) demonstrates that in Kenya, a paucity of infrastructure has been exacerbated by a quick increase in enrolment combined with a strong societal demand for educational opportunities. Students' productivity, according to Harbison and Hanushek (1992), is positively connected to the quality of the physical facilities in which they study. For example, congestion in a place that is not spacious results in bad grades results; also, students are unable to study harder when classes lack window panes or when the roofs of the buildings are leaking.

Furthermore, it is posited by Isangedighi (1988) that excellent sitting arrangements and good buildings result in high school accomplishments and success, whereas poorly maintained structures that have little or no psychological stimulatory amenities combined with low or no sitting arrangements result in counterproductive educational attainment and success.

Instructional materials

Instructional material is a very useful way of providing information, organising the scope and orderly presentation of information, and the opportunity to put what has been studied into practice. Learners often do well when there is access to books or tools for studying that help them learn more effectively. Textbooks, instructors' manuals, maps, atlases, wall graphics, and other study aids are examples of study aids or material resources that might be

used. Teacher's teachings are more successful when they are made available and used in a systematic manner.

Using a range of media in an innovative way, as argued by Brown, Brown, and Sumra (1999), makes leanrers study with ease and with comfort, remember more of what they learn, and enhance their effectiveness on the techniques that they have learned. With the level of schooling that students get, the presence or lack thereof of instructional resources is directly proportional to their success (Anderson, 1999). As a result, it is undeniable that the academic facility resources such as visual aids, text books, and libraries are critical to students' success in examinations or test conducted at the national level.

Inspection and supervision.

These are done to aid instructors in increasing the efficacy and productivity of their pedagogical practices. Pedagogical monitoring is focused on the learning of the pupil or student in the classroom, as well as with the improvement of the instructors' peformance in the classroom (Waweru, 2012). To ensure the realization of the potential of instructors, it is essential that contemporary and improved supervision approaches be created via scientifc inquiry.

Student-factors that influence perrformance

It is clear that that pupils play a key role in their academics. Achievement of learners is fueled by variables such as establishing an attention in a subject, participating in extracurricular engagements as per Javanthi et al. (2014), self-motivation, frequent learning, promptness in school as asserted by Sibanda et al. (2015) and Khan and Ahmed (2013), and personality traits as well

as students' individual ambitions which were also stated by Ulate and Carballo (2011).

Based on the findings of (Maric & Sakac, 2014), the social and internal elements that influence students' academic performance may be divided into two categories: internal and external. According to their findings, internal variables that impact learners' academics include interest in the subject matter, internal contentment, and desire. In addition to social status and money reward, there were other social variables to consider. A researcher, MeenuDev (2016) confirmed that students' levels of interest in a topic had an impact on their academic achievement. Students' attitudes toward school and their motivation in learning are also important factors in their academic achievement, as per assertion by (Kpolovie, Joe & Okoto, 2014). Furthermore, as per (Komakech, 2015), there is a favorable association between kids' attendance at school and their result in academics in school. Notably, (Oghuvbu, 2017) found same results as Komakeck when he used a correlational technique to analyze the impact of attendance on achievement of pupils as far as concerned as academics is concerned in Nigeria. In his research, he recorded that there is a favorable relationship between going to class often and performing well. An investigation conducted by Stanca (2010) found that being present in class had a statistically significant influence on academics. Several researches have also recorded similar associations and these enquiries were done by Duran-Narucki, (2008), Aden, Yahye and Dahir, (2013), and Lukkarinnen, Koivukangas and Seppala (2016).

It has been discovered that students' disposition about their learning have a statistically significant relationship with their academics. In one study,

(Awang et al., 2013) recorded a statistically significant association between the attitudes of learners in line with their studies and their academics. In a 2014 paper, it was suggested that, while students' studying has effect on how well they perform, this effect is indirect (Janssen & O'Brien, 2014). Although they came to different conclusions, Manoah, Indoshi, and Othuon (2011) verified that students' viewpoints and dispositions toward arithmetic had a direct influence on their grades in the subject in question. Uok and Langat (2015), on the other hand, discovered that students' perception toward mathematics did not have an impact on their mathematics performance.

As per statements of Afzal, Ali, Khan and Hamid (2010), personal motivation of learners is extremely important in terms of their academic achievement. In their research, they identified that motivation that are generated intrinsically and extrinsically both had a favorable impact on students' output in terms of academics. They further stated that being intrinsic motivated is a much stronger predictor of achievement in academics than extrinsic drive, and that similar findings were reached by Haider, Quereshi, Pirzada and Shahzadi (2015), who found that motivation among learners plays an essential impact in the output of a student in terms of academics. In their research, they found that both intrinsic and extrinsic motivation had a statistically significant beneficial link with academic achievement in the classroom. Students' motivating features, such as altruism, self-exploration and career concentration, and their ability to manage social pressure, were found to have a favorable influence on their achievement when it comes to academics, the researchers concluded. As per (Kusukar, Cate, Vos, & Croiset, 2013), using structural equation modeling analysis to analyze the influence of motivation on output of learners, they

classified motivation into three categories: Controlled Motivation (CM), Random Autonomous Motivation (RAM) and Autonomous motivation (AM). RAM, which they describe as internal motivation, was found to be favorably connected with academic success by the researchers. Additionally, Amrai, Motlagh, Zalani, and Parhon (2011) asserted that the results of learners in academics is influenced by a mixture of numerous motivating elements.

According to literature study, students' elements that impact their academic success are a mix of a number of different measures. According to the findings of this review, students' interest in a topic, class attendance, regular studying, self-motivation, and attitude toward learning are the most important characteristics that influence their academic achievement. Apart from Uok and Langat (2015), who discovered a favorable link between these variables and output in studies, all of the literature analysed revealed a negative relationship. That is, provided that all other circumstances are equal, a student's output in studies will improve if he or she has a favorable attitude about these elements.

The motivation of learners for success in academics varies in strength (amount) and quality (nature), according to self-determination theory, and both variables predict accomplishment of academic targets and continue to college beyond high school (Reeve, 1996; Deci & Ryan, 2002). In contrast to external pressures, determination from the inner self, intrinsic motivation is derived from the learner's own wants and interests instead of coming from others (Deci & Ryan, 1987). In fact, it is this high-quality, intrinsic, self-determined motivation that is the most powerful predictor of positive school-related engagement and success (Vallerand, Fortier, & Guay, 1997; Reeve, Bolt, & Cai, 1999; Hardre' & Reeve, 2003; Lau & Chan, 2003). Learners, on the other hand, are not all

intrinsically driven to complete all activities or study all course. Thus, they can enhance their interest in learning tasks and content by engaging in internalisation, which is the procedure where learners adopt high choice and preference for studying while also taking ownership of their process of studying as per Ryan and Connell (1989) and Reeve, Deci, and Ryan (2004).

It is possible to increase internalization through the encouragement of three crucial student characteristics: competence, autonomy, and connectedness based on assertions by Black and Deci (2000) and Ryan and Deci (2000). Through internalisation, a pupil becomes increasingly self-directed (as opposed to being determined by others or being subjected to external pressure) (Deci, 1995; Reeve et al., 2004). A great deal of study has been done in the area of self-determination, mainly in the U.S and Canada as per Deci and Ryan (2002) Reeve et al. (2004). Learners' impressions of instructors' and classmates' impacts, as well as social cues, can either increase or decrease their intrinsic and internalized motivation in the classroom and school setting (Reeve, 1996; Deci & Ryan, 2002; Reeve et al., 2004). At least one research conducted in Hong Kong has shown the beneficial impacts of assisting people in exercising their right to self-determination as per Kember, Jenkins, and Ng (2003).

The goals of learners are just as important as their own self-determination when it comes to student motivation. Both sets of traits help the comprehension of why childeren engage (or fail to engage) in education duties. Per the achievement goal theory as per assertions by Ames (1992) as well as Harackiewicz, Barron, Pintrich, Elliot and Thrash (2002), it is not only the strength, but also the essence of pupils' academic tasks that directly affect their styles of studying opportunities and their successive success at school as per

Ames (1992) and Ames and Archer (1988). Per a claim by Maehr and Midgley (1996), there are at least four distinct forms of accomplishment goals: course objectives, performance targets, results-related objectives, and future objectives (Mensch, Miller, & Brickman, 2004). In the context of learning objectives, individuals participate just for studying and private curiosity, whilst performance objectives work properly in the case of learners partaking (or avoiding engaging) with the intent of convincing others (or attempting to avoid being seen as incompetent to others) (Ames, 1992; Greene, Miller, Crowson, Duke, & Akey, 2004). Whenever learners engage in studying for the inherent worth of current understanding in the service of future duties, they are accomplishing their future objectives (Brickman & Miller, 2001; Mensch, Miller, & Brickman, 2004).

Motivational and educational results (such as effort toward learning, a desire for challenge, an innate interest in learning, and active engagement) are positively connected with learning goals as per statements by (Elliot & Harackiewicz, 1996; Midgley, Kaplan, & Middleton, 2001). According to the interactions between performance objectives and other individual and environmental variables, a variety of distinct educational and motivational outcomes (both positive and negative) are connected with them (positive and negative) (Elliot & Church, 1997; Elliott et al., 2000; Church, Elliot, & Gable, 2001; Harackiewicz et al., 2002). Negative results are connected with performance avoidance objectives (e.g., ego-focused energy, no effort, extrinsic incentive, and the adoption of shallow learning procedures) (Maehr & Midgley, 1996; Urdan, Midgley, & Anderman, 1998; Elliott et al., 2000). The study of future objectives has received less attention than other areas of study, yet they

provide varying degrees of value to different groups of learners (Greene et al., 2004).

Numerous studies on accomplishment objectives have been done, the majority of which have taken place in Western cultural contexts (Sansone & Harackiewicz, 2000; Harackiewicz et al., 2002). Observational research conducted in Hong Kong indicated that more Chinese students always had performance objectives (as opposed to learning goals), a tendency that was connected to their Asian sociocultural cherished moments and learning setting (Salili & Lai, 2003). As a result of how students receive and interpret information from their learning environment, both being self-determined and goal orientated are motivated reactions to those messages. Both have a direct impact on how deep processing is, the performance of tests, and the perseverance at tasks (Vansteenkiste, Simons, Lens, Sheldon, & Deci, 2004). According to Hidi and Harackiewicz (2000), the quality of students' effort, motivation in academics, and perceiving one's self-competence, as well as achievement goals (Greene et al., 2004), as well as their internalisation of reasons for engaging in school (Reeve, Jang, Hardre, & Omura, 2003), are all influenced by their perception of teacher practice.

Hardre (2001) found that instructors' instructional decisions may either increase or decrease students' motivation for learning and accomplishment. This is true for both the design of the classroom surroundings and the manner in which teachers engage with the learners (Hardre, 2001). In high school, students' assessments of their classroom surroundings are highly predictive of their self-determined motivation and competence judgments, which in turn are highly predictive of their academic achievement and mindset to continue in

education as per Hardre and Reeve (2003). Some new studies on these dimensions in East Asian countries has concentrated on either self-determination as per Watkins (2004) or accomplishment objectives (Lau & Chan, 2003; Salili & Lai, 2003), but none of them has combined the two in a single investigation (Lau & Chan, 2003; Watkins, 2004).

Cognitive Preferences and Self-Perceptions

In this study, the researcher or investigator looked at how students' cognitive preferences and how they see themselves impact their absorption of and reactions to signals from instructors and peers about self-determination and objectives (Reeve, 1996). For example, one key preference encompasses requirement for cognition, which relates to a student's proclivity for deep and serious engagement as well as ill-structured issues (as opposed to simple questions with "correct" or easy solutions) (Forsterlee & Ho, 1999; Evans, Kirby, & Fabrigar, 2003). An additional essential motivating self-concept is the assessment of the student's skill in the subject matter as stated by Reeve (1996). In educational endeavours, how one sees their ability refers to the self-evaluation of a learner’s ability to study and perform effectively. It has the potential to affect both motivation and accomplishment results in learners (Wood & Bandura, 1989; Stevenson, Chen, & Lee, 1993; Greene et al., 2004). The way children understand and react to classroom surroundings and goal structures may be influenced by both of these individual qualities; therefore, they are significant aspects to consider when considering what inspires or motivates someone.

Empirical Review

In a study by Bahar (2017) on how learners perceive success variables related to academics at Senior high school, he used the variables such as environment, external support, family, friend, individual, school, and study program. The study relied on observable data regarding student accomplishment determinants, with a heavy emphasis on quantitative data, such as achievement scores and school data, such as attendance, facilities, spending, and class size, among other factors. To gain insight into variables that influence school and classroom accomplishment, 553 learners from two different higher learning institutions who completed three distinct high school types were asked to respond to two key questions on school and classroom issues. In answer to question one, 2294 responses were divided into eight groups, with teacher factors being the most popular, followed by person aspects and finally family considerations. The findings demonstrate that the student's viewpoint on the factors that influence accomplishment differs from the perspectives stated in quantitative research. Girls ascribed higher levels of accomplishment to their habits of studying and family support, while boys attributed better results to their school and technological advancement.

In a separate study done by Ampofo and Osei-Owusu (2015), it was found out that a positive relationship existed between academic results in English Language and Mathematics with parental involvement. The purpose of this investigation was to determine if and how certain critical variables impact and are mediated by the academic performance of SHS students in the Ashanti Mampong Municipality of Ghana. The researchers employed descriptive and correlational study designs, and the information was gathered through the use

of questionnaires. As a result of a multi-stage sampling approach, a total of 571 students were included in the investigation. The outcomes of the study demonstrated that the level at which the mother schooled, the extent to which the father also schooled, the academic aspiration of the children, and the energy or enthusiasm of the child were all associated with the success of the child in terms of academics. In addition, the data found that the educational background of the mother, the child's academic drive, gender and their effort were the most important drivers of academic achievement.

Nisar, Mahmood, & Dogar (2017) investigation aimed to look at the relationship between socioeconomic position, school climate, and learning styles among secondary school learners as predictors of academic success. Gender and geographical differences in study habits were also investigated in the investigation. The research was done on 1500 learners in the tenth grade from 60 different schools. The data were gathered using the School Climate Student Questionnaire (SCSQ), which was designed by Dr. Georgia Pashiardis, the Study Skills Inventory (SSI), which was developed by Dennis Congos, and a questionnaire on socio-economic status. The accomplishment scores of pupils were obtained from the report of Gazette for the secondary schools' yearly examination of the relevant Boards of Intermediate and Secondary Education Punjab, which was published in the Punjabi language. The descriptive and inferential statistics were adopted to examine the information. Students' academic success was shown to be influenced by their school atmosphere, parents' socio-economic level, and study habits, as per the findings. Learners' study habits were influenced by their geographical location and gender.

In a comparactive study between poorly and well performing schools, Maina (2010) sought at finding out if there was a statistically significant difference between the techniques adopted by headteachers of high-performing schools and those employed by headteachers of low-performing schools. The aim of the invetsigation was to determine the tactics used by secondary school administrators in Embu West District to achieve their academic performance improvement objectives. A survey design was relied upon for this investigation. A total of 20 headteachers and 40 teachers were included in the investigation. The information was gathered through the use of structured questionnaires. The data demonstrated that the vast majority of schools consistently used techniques for instructional leadership throughout the year. It was also shown that the vast majority of schools used tactics to clarify their vision and purpose statements, as well. The data also showed that the large percentage of schools always implemented strategies to raise standards for pupils' accomplishment, that they often implemented ways to oversee students' advancement, and that they always implemented strategies to ensure that students had the opportunity to learn/had enough time on task. When it was discovered that there was no difference in the techniques employed by headteachers in high-performing and low-performing schools, it also had a bearing on the conclusion of the investigation.

Similar comparative study by Adane (2013) to ascertain some of the variables that cause or bring about poor results among wards or children in Kemp Methodist Junior High School at Aburi in the Eastern Region of Ghana was conducted. An examination of a high-achieving academic facility within the same Municipal area was carried out in order to uncover these determinants. The investigation identified concerns that are unique to Kemp Methodist Junior

High School as a result of this. The variables ascribed to instructors, the school surroundings, parents, and the wards were shown to be the most significant contributors to the low academic success of the students. Restricted number of instructors with excellent academic qualifications, poor studying and instruction resources, and inappropriate use of teaching time with learners are among the school environmental problems that have been highlighted. There were other variables identified by the researchers as contributing to poor grades among teachers, including instances failure to finish the syllabi, and insufficient homework assignments given to learners.

The occurrences of lateness to school as well as not being present, the lack of guide and support with homework at home, and the usage of the local language in the class were all determined to be significant features of students. Inability to offer textbooks and extra readers, lack of engagement with pupils' instructors, and lack of participation in the Parent Teacher Association were all variables that led to poor grades among students at home or in their parental support factors. There is practical value to this research since it gives insight on the reasons that contribute to the poor academic performance of students at Kemp Methodist Junior High School, as well as on how to make decisions to enhance their educational outcomes.

Nghanbi (2014) attributed poor grades and results to conditions of the job that are not good for the instructors, teaching and learning materials not being accessible, lack for teachers being inspired or fully enthused to deliver. However, the study was mainly descriptive, for findings were only based on frequencies and percentages. The cross-sectional study design was adopted in this investigation. The total number of participants was 195. The information

for the study was gathered through the use of a questionnaire. Descriptive statistics were relied upon in the data analysis process. According to the findings of the study, the majority of students from both academically performing and nonacademically performing schools have similar beliefs regarding the causes of low academic performance in school. It was discovered once more that the combined influence of home and school environmental variables was the greatest and significant contributor to low achievement in terms of academics.

Research conducted by Nimade (2015) sought to analyze the teaching procedures that were utilized in presenting essential subject matter to students, and to evaluate the influence that these processes had on both Visual Arts and Non-Visual Arts students' academic attainment. Under the qualitative design for investigation, descriptive and evaluation research methods were used to select, explain, and examine issues such as educational amenities, the accessibility and utilization of TLMs, monitoring, students' and teachers' mentalities, as well as the methods and effectiveness of teaching core subjects. The findings of the study were presented in a report. The procedures of stratified and purposive sampling were used, with a total of 233 respondents (199 pupils, 24 teachers, 8 HODs, and two head teachers) being sampled. The research identified and detailed the processes that are involved in teaching fundamental subjects to students in the fields of science, business, and visual arts. In addition, it was discovered that there are many more parallels than differences across the schools' operations, which was obvious in the examination results that student received as a result of the research. It became essential, as a result, to modify Bloom's model for measuring academic accomplishment so as to evaluate the

academic performance of all children enrolled in the various programs offered at the sampled schools.

An investigation was also carried out by Opoku-Asare, Tachie-Menson, and Essel (2015) in order to find out the variables that led to the poor results of Visual Arts students in the WASSCE core subjects. Twenty-five core subject teachers and 15Visual Arts teachers, five heads of schools, five heads of Visual Arts departments, and 50 Visual Arts students from five Senior High Schools (SHSs) in the Ashanti Region participated in the study, which collected qualitative and quantitative data through interviews, questionnaires, and observation. Researchers discovered that some core subject instructors disparage Visual Arts students as "unintelligent," "not serious," and "difficult to teach" when compared to their peers in the Science, Business, and allied elective SHS programs; and that some refuse to take on some responsibility and undertake some duties in Visual Arts departments as a result of their observations. Many Visual Arts students disregard the learning of core subjects because they consider them to be 'theoretical' and 'difficult to understand.' Instead, they devote time and energy on elective Textiles, Ceramics, and linked Visual Arts disciplines. Undoubtedly, several Visual Arts learners have poor WASSCE results in core areas and are unable to continue their studies beyond high school.

Determinants of Poor Academic Performance

There have been official studies on the factors of student academic achievement for many years, and the findings are not new (Mann, 1985). There have been a lot of studies done to determine the elements that influence the grades or academic results of learners at a variety of educational institutions

across the world. These investigations are primarily concerned with the intervention of three key elements: parents (household activities), teachers (educational activities), and students (individual activities) as per Crosnoe and Elder (2004). In practice, however, the mix of these elements that influence academic achievement differs from one educational setting to another, from one class of students to another, and even from one cultural context to another and this was asserted by Daz (2003).

Student academic success is, in reality, a consequence of socio-economic, psychological, and ecological elements that influence their lives and their learning. It is unfortunate that identifying and assessing the drivers of pupils' success in school is not an easy task, and the intricacy of this procedure rises significantly as a result of the differing perspectives held by different stakeholders on what constitutes how well students perfrom as per assertion by Blevins and Reid (2009). The literature on the elements that influence academic success has identified a number of variables that are associated with students' academic accomplishment as per Geiser and Santelices (2007). Individual traits such as prior school successes, motivation for learning or studying, and academic self-efficacy, for instance, have been shown to be positively connected with outcomes in academics (Anderson et al., 1994). Once again, pupils' academic performance is positively influenced by their socioeconomic background, and notably the level at which their parents schooled (Jeynes, 2002; Nyarko, 2011). In furtherance, aside from the impact of peers on students, the methods by which students are recruited into certain programs of study are a source of contention (McMillan, 2000). Students' secondary school academic success has undoubtedly been the topic of much research over the past thirty

(30) years, with particular emphasis on variables which have a bearing on students' academics (Head, 1990). Learners' poor grades in the Senior High School Certificate Examination in Ghana have been linked to a variety of causes, many of which have been cited as contributing to the situation. These are recurring issues that have made a hard case out of moving from secondary school to postsecondary school smoothly in the past (Adetunde & Asare, 2009).

The situation is so dire that it has become compulsory for learners to master certain needed topics in order to be admitted to higher institutions in order to follow a certain program of study (Ajayi, 2006). The widespread internal and external examinations low or poor grades can be linked to a variety of elements, which involve instructor aspects (a complete absence of expertise, low certification, poor scrutiny, poor wages and entitlements, an open and closed quality of work life, etc.), pupil variables (underage, poor potential of pupils, negative social circle influence, lack of desire to learn, etc), and workplace conditions (open and closed institutional conditions, etc.) (Ajayi, 2006; Adetunde & Asare, 2009).

Student-Related Factors

Apart from teachers, students' have a stake in their academic development and performance. Regardless of the efforts made by teachers to improve the studies of learners, the most essential role is played by the active learners themselves. As a result, the adage "you can bring a horse to the water, but you can't make it drink" pops up (Namale et al., 2021). Babyegeya (2002) asserts that how learners really learn or aspire to learn, as well as what instructors actually do as part of their duty, may all be factors in the learning process. Furthermore, he focuses on teaching time during which students

engage in real-world learning experiences. According to the author, the more their understanding, the better their performance (Nghambi, 2014). According to certain research, students' attitudes are a contributing factor to poor academic achievement (Namale et al., 2021). Research by (Butter, 1987) proved that students' home-work was a predictor of how well students performed. According to the investigator, when an assignment is relevant to the short-term goals set towards studies, it has a positive link with learning outcomes, and when it is not, it does not. A study in the JHS in the Asunafo North revealed that absenteeism and non-submission of homework by pupils contributed to low academic performance (Owusuaah & Awumbe, 2014).

In another study, Wakuji and Frakyah (2006) found that one aspect of students' attitude that contributed to low academic performance was that they did not ask questions during lessons. The authors explained that in most cases, many students have weak academic background in English Language which is the mode through which teaching in senior high schools in English speaking countries is done. This language is used for testing pupils' mastery of subject content and also used in examinations. Thus, limitation in English language affects students' communication in the classroom and even among their peers which has adverse effects on students' academic performance (Wakuji & Frakyah, 2006). As a matter of fact, the demand for connection is founded on genetics or personal experience (Ryan, 2001). A peer group is said by (Castrogiovanni, 2002) as a group of individuals of a similar age who are very close to each other and who participate in the same activities as one another. The term "peer influence" refers to a situation where people of one's age urge or push others to do something or to refrain from doing something, whether or

not they themselves want to do it as per (Ryan, 2001). In fact, it entails altering one's behaviour in order to match the imagined expectations of other people as stated by Burns and Darling (2002).

According to Carman and Zhang (2012)'s investigation, teenagers who exhibit a high level of abiding to norms to unorthodox peer behaviour likely to have worse GPAs than adolescents who exhibit a lesser level of abiding with norms. Tope (2011), on the other hand, says in his investigation that peer group can have a favourable or bad impact on academic achievement in school, depending on the situation. An investigation conducted by Chen, Chang and He (2003) investigated the relationship between peer variables and academic success in Chinese children. As outcome of their findings, academic success among teenagers was found to be positively related with popularity, as evaluated by sociometric nominations.

Education professionals may refer to a children's educational aspiration as the capacity to create objectives and work toward achieving those goals in the classroom and this was stated by Dembo (1931). The researchers (Lewin, Dembo, Festinger & Sears, 1944) show that goals may be related to the pursuit of achievement and the act of preventing failure in a variety of situations (Lewin et al., 1944). In his definition of ambition, (Pettigrove, 2007) states that “it is the continuous and broad strive for fulfilment and achievement” (p 21). Shortly said, ambition is concerned with accomplishing rather than with achieving, however there is a definite link between the two, as previously stated by Maurin (2002). It is common for students who choose to establish challenging objectives in their life to become task-oriented and to have a strong sense of purpose in their lives as asserted by Quaglia and Cobb (1996). Academic

aspiration may, without a doubt, have an impact on learning, preparedness for life choices, motivation in terms of academics, and academic accomplishment. The academic aspirations of a student, according to Quaglia and Cobb (1996) are defined as "the capacity of a student to recognize and create objectives for the future, while being inspired in the present to work toward those goals" (p.18) As a matter of fact, several studies have found that wards with higher educational ambitions are more motivated and achieve higher levels of educational achievement than their counterparts as stated by Desforges and Abouchaar (2003). Taking the example of Blaver (2010), who looked at Hispanic wards and discovered that self-reported competence in maths was connected with future educational goals as well as mathematics performance. As a result, ambition can be both an indicator and a consequence of educational achievement, and it may be affected by personal characteristics, life experiences, self-efficacy and mediating family factors (Gutman & Akerman, 2008), or it may be tied to beliefs about one's own ability (Phillipson & Phillipson, 2007; Gutman & Akerman, 2008).

Numerous students feel that they are successful for several reasons; therefore, their views and likes are extremely significant in influencing how they accept failing at something, what chances they are ready to take, and how they engage with new prospects. It is the whole energy expended when engaged in the learning process that is measured in effort as asserted by Zimmerman and Risemberg (1997). Carbonaro (2005) asserts classroom efforts as the proportion of energy and hours that people devote to achieving the official academic standards that have been imposed by their professors and/or their school, as opposed to other activities. According to him, there are three types of school

effort; procedural effort (meeting specific class demands, such as finalising assignments on time), rule-oriented effort (showing up to and behaving appropriately in class), as well as efforts made intellectually (critically thinking about and understanding the curriculum).

Students' self-efficacy and hopes for further skill enhancement increase when they credit their academic achievement to effort or when they get feedback relating to their success to effort, which is a refreshing change from the norm as per Siegle and McCoach (2007). Many researches have looked at the effect of effort and perseverance on students' academics or grades in the context of achieving their goals, and many have come to similar conclusions (Opare & Dramanu, 2002). Evidence from research indicates that effort has a favourable impact on the prediction of academic results (Bouffard et al., 1995). In reality, research has discovered that effort has a favourable relationship with academic results (Phan, 2009). In the case of Pintrich, he discovered that effort is the sole direct predictor of academic results across all general techniques studied (Pintrich, 2004).

Teacher-Related Factors

Instructors have long been seen as crucial catalysts for educational advancement in their classrooms. They are forces behind learners' academic growth since they are both a source of information and a catalyst for change in the classroom environment (Adediwura & Tayo, 2007; Wakuji & Frakyah, 2006). Teachers that have a good attitude toward their pupils can, in the end, make a beneficial effect in their students' lives. The success of these interventions is determined by the academic performance of the students. Numerous individuals believe that students who perform poorly on tests were

taught by inefficient instructors, whereas students who perform well are taught by very effective teachers (Namale et al., 2021). Researchers Lockheed and Verspoor (1991) discovered that no enthusiasm and little or no professional commitment results in low attendance and unprofessional attitudes toward learners, which in turn negatively impacts the academic achievement of students (Lockheed & Verspoor, 1991). According to Namirembe (2005), because teacher morale and well-being are at an all-time low, most are being compelled to work rather than working gladly at the present time (Namirembe, 2005). Namirembe (2005) contends that many secondary schools continue to fall short of the requisite performance standards, not just as a consequence of insufficient funding or even inadequate facilities, but also due to ineffective leadership (Namirembe, 2005). Many studies in Kuala Terengganu, Malaysia, have come to similar conclusions on how teachers impact students' performance. Their findings imply that effective instructors foster a positive learning environment for children, and as a result, schools with high-quality instruction were found to have higher academic performance. This means that instructors who are not competent are a danger to a positive school atmosphere in and of themselves (Adediwura & Tayo, 2007; Caprara et al., 2006; Usaini et al., 2015).

According to report by Agyemang (1993), an educator who does not possess both the academic and the professional teacher qualifications would surely have a detrimental impact on the teaching and learning of his or her topic. Darling-Hammond (2000) discovered that factors of teacher possessing quality, including status of being certified and degrees in their subject matter, are very important and positively connected with subject results in the scientific and mathematical disciplines. In addition, Greenwald, Hedges, and Laine (1996)

discovered that academic success was positively related to teacher qualification in their study. It has been reported that many qualified teachers are hesitant to accept posts in disadvantaged regions in Ghana, as reported by Hedges (2002). This has resulted in a propensity for fewer competent teachers to be hired in these regions, which has a severe effect on the academics of the children in these communities. Another issue raised by Nyakyi (2006) is a scarcity of instructors, particularly in the scientific subjects, which he believes is one of the most significant challenges facing SHSs in the country. Aside from the lack of sufficient numbers of instructors, he expressed dissatisfaction with the lack of teachers in senior high schools who had necessary teaching qualifications. As a result, the disease has had an impact on the overall quality of schooling. Another research, conducted by Fobih, Akyeampong and Koomson (1999), they discovered that around 85% of instructors attend school not in a punctual manner in approximately 60 schools. It took anywhere from minutes to one and a half hours to arrive late. For children, this meant that they would lose valuable instructional time, that they would learn fewer school topics, and that their school day would be cut short. This will have an impact on the completion of the curriculum. When the syllabus is not finished, students have difficulty understanding the subject to be introduced next in the following class, the basis of which is usually built on the content presented in the prior session as asserted by (Etse , 2005).

In addition, strong-willed individual put in the biggest amount of effort in their employment. Ofoegbu (2004) found a correlation between poor grades of learners and abysmal performance of instructors in relation to meeting the teaching goal, unfavourable attitudes toward work, and poor instructional

practices, all of which were ascribed to a lack of confidence on the part of the instructors. Jacob and Lefgren (2006) discovered a significant positive relationship between good instruction and academic success in their study. As per Adediwura and Tayo (2007), good instruction is a strong indicator of pupils' academic progress, and efficient instruction results in students of greater education reputation, which is supported by the literature (Adediwura & Tayo, 2007). Akiri and Ugborugbo (2009) demonstrated that effective teaching resulted in higher academic achievement among students. Plethora of teacher-related factors, such as providing constructive feedback to students, ensuring individual differences in instruction, using appropriate instructional materials, teacher attendance at school, teacher interest and motivation, teacher effectiveness as well as teaching methods, all work together to impact educational outcomes and, as a result, ensure good grades. (Hattie, 2014; Huitt, 2007; Johnson & Johnson, 2019).

School-related Factors

Chonjo (1994) opined that teaching/learning materials, the unconducive nature of buildings, the job circumstances of teachers and the educational experience in schools are infrequently conducive to the implementation of good academic experience (Chonjo, 1994). Also, according to Babyegeya (2002), according to him, additional factors such as a lack of books and supplies, poor instruction, and inadequate teacher education all have an impact on students' academic achievement. He goes on to say that the sort of instructors, credentials, their technical expertise and dedication to their jobs may all have a role in the pupils' academic success. Literature has shown that classroom conditions have positive influence on students' academic performance. Etsey (2005) found that

when a classroom condition is very conducive, it becomes positively and significantly correlated with the educational outcome of learners. Such outcome is backed by that of an investigation by Fabunmi et al, (2007), that revealed good sitting arrangement and good adequate tables and chairs have the capacity to produce high student academic performance, while classrooms that lack mental stimulating facilities coupled with crowded classrooms make teaching and learning very difficult. The study outcomes of Fabunmi et al (2007) and Owoeye and Yara (2011) noted that children' educational attainment suffers mainly as a by-product of overcrowding in the classrooms. According to the researchers, classroom furniture is one of the most important variables that have an effect on students' academics, and that schools with a restricted number of classrooms in comparison with student population have poor results

During his investigation on optimal class size and how it affects successful instruction and studies in Ghana, Kraft (1994) came to the conclusion that class sizes more than forty (40) have a detrimental effect on how students perform in terms of academics. Based on the findings of Asiedu and Akrofi (1978), very effective instruction happens with fewer students so that each student can receive individual attention. Because children are not equal in their interests, motivation and abilities, and their health, individual and interpersonal adaptation, and imagination, effective instruction is usually accomplished in classes with fewer students so that each student can receive personal attention. According to the findings of an Isangedigh (1998) investigation conducted in Nigeria, the site of a school and the physical structure of the building are crucial variables in achieving academic success. It is that Isangedigh (1998) alludes to as the learner's surroundings (or the learning environment). A learning

atmosphere that is not favourable to success encourages low academic achievement (Isangedighi, 1988). According to Asikhia (2010), management of a class may be defined as the act of creating and sustaining any environment in which individuals work in groups for the aim of achieving already set targets.

The quantity of studying that can be accommodated in a learning environment is determined by the quality of the instructional content. Desire may be piqued, focus can be maintained, and learning can become more relevant when the resources are of high quality. Students in secondary schools are no longer able to enhance their academic performance using the old way of talk and chalk approach (Asikhia, 2010). Rajani (2006) revealed that schools require libraries, labs, and other fundamental equipment wherever it is appropriate.

Home-related Factors

Okyerefo et al., (2011) observe that home plays diverse roles in the facilitation of academic performance of students at school (Okyerefo et al., 2011). Another critical aspect of home life, socio-economic status, is most commonly determined by a combination of parents' education level, occupation and income level (Jeynes, 2002; McMillan, 2000). Unsurprisingly, in most studies on the academic performance of students, socio- economic status is identified as a major indicator of academic performance. Parental involvement is the degree to which a parent is committed to his or her role as a parent and to the fostering of optimal child development (Nyarko, 2011). For example, supportive and encouraging parental involvement is typically associated with higher achievement levels (Simpkins et al., 2006), whereas parental punishment are negatively associated to school success (Niggli et al., 2007). According to Castejorn and Perez, (1998) the level of education of one's parent is an

important factor for determining pupils' academic welfare at school (Castejon, 1998). Castejorn and Perez, (1998) further argue that the learner's perception of family support directly affects performance while the mother's level of education does so indirectly.

The evidence indicates that those learners whose parents are not adequately literate are disadvantaged in their academic performance, because parents are required to assist their children with their assignments and projects that are supposed to be done at home (Castejon, 1998). In a study by Christenson and Gorney (1992), family and environmental factors were found to affect students' attainment in academics. Parents' expectations and attributions, organization and schooling, social setting, discipline, and parental participation are some of the aspects to consider. An investigation conducted on social class in Spain indicated that belonging to a higher social ladder improves one's results and aspirations in future whether long-term or short-term (Marchesi & Martin, 2002).

Notably (Adell, 2002) did an equivalent but not entirely same study in the United States, which found a strong association between poor school accomplishment and socio-economic background, with the majority of them examining families falling into the lower economic groups, with the greatest rates of poverty and people without jobs. As per an assertion by Engin-Demir, (2009), substantial research has repeatedly demonstrated that children' success at educational institutions is impacted by their family's background factors, such as their socio-economic position. According to Schiller, Khmelkov, and Wang (2002), parents who have schooled to a higher extent tend to be better equipped to offer their wards the academic and social aid that is necessary for better

educational outcomes in comparison with parents with lower levels of education. Several investigations have found a statistically significant association between parental ambition and the academic success of their children (Agliata & Renk, 2008). For example, Acheampong (1992), who was quoted in Avotri et al. (1999), discovered that the educational quality of a child's parents was a significant factor affecting the pupil's academic results.

Furthermore, whether the parent is married or not may also offer a reason for how it could affect the wellness of a childeren in terms of educational attainment. As to (Saiduddin, 2003), the environment at the house of parents, whether via separation, death, divorce, or drug misuse, is very unpredictable, and this encompasses internal petty squabbles between parents, which lead to low achievement owing to absence of support from parents, according to (Saiduddin, 2003). According to Saiduddin (2003), a comparison study of students' output as far as academics is concerned in Africa and America indicated that unstable households, poverty, cultural differences, adolescent pregnancy and drug usage are all variables impacting how one can better achieve in terms of academics in Africa. Similar research conducted in South Africa by Ajala and Iyola (1988) indicated disparities in academic performance between students coming from several backgrounds, such as compound or polygamous, nuclear or monogamous, and traditional or extended households, among other things. The research also revealed that children from nuclear households outperform children from compound or polygamous homes in terms of attaining higher heights in academics as per assertion by). According to Asikhia (2000), the size of all relatives that one has determines how much care and love each kid receives from his or her parents, as well as how much

difficulty the parents have in satisfying the emotional and physical requirements of their children.

CHAPTER THREE

RESEARCH METHODOLOGY

The current study investigated the determinants of poor academic performance among Senior High Technical School Students in the Dunkwa Obuasi Municipality. Particularly relevant to this chapter is the outdoor of a step-by-step technique for acquiring accurate and trustworthy information, together with an explanation of how the data are analysed to get to the ultimate purpose of the investigation. There are seven components in this chapter: research design, study area, population, sampling technique, data collecting instrument, data collection processes, data processing and analysis, and a conclusion at the end of the section which is the chapter summary.

Research Design

Since the current investigation is descriptive research with the goal of providing a description of the current state of affairs, the cross-sectional descriptive survey design as a design was preferred by the researcher in the investigation. As per an assertion by Gay (1992), descriptive research comprises gathering information about a subject's current position to test hypotheses or find solutions to research questions about the subject's past or present status. Alternatively, several types of surveys and fact-finding inquiries are incorporated into the design. (Kothari, 2004). Hence, the design investigates how certain factors are connected with happenings, situations, or outcomes.

As a result of the design, a precise and reliable picture of events is provided, and it attempts to give information on the attitude and viewpoints of people obtained at a certain moment (Frankel & Wallen, 2000). This gives way to in-depth follow-up questioning and the clarification of any issues that were

unclear previously. A cross sectional descriptive survey design has the capability to yield a great deal of data from a relatively large number of participants as per Frankel and Wallen (2000). It is also often regarded as the most effective method of gathering information on people's attitudes, beliefs, and behaviours since it is a very affordable method of obtaining information about their thoughts and feelings. It ensures that the information gathered is manageable. Because numerous subjects may be researched at the same time in a descriptive survey, it is more cost-effective (Frankel & Wallen, 2000; Mitchell & Jolley, 2004). In furtherance, the outcome of this investigation may be applied to the entire population as a whole.

Despite its many advantages, the design has some drawbacks as well. As per Frankel and Wallen (2000), the problems connected with descriptive design include the fact that it is tough to get participants to respond to questions asked thoroughly and honestly in the case of using questionnaire. Adjei and Tagoe (2009) added that questionnaire is susceptible to faking of responses. Also return rate using questionnaire is problematic. Respondents may accept the questionnaire but would not return it. Despite these drawbacks, the descriptive survey approach was very appropriate and applicable for the present investigation. It would allow me to collect more reliable information on instructors' understanding of classroom assessment, how teachers practice classroom assessment, challenges teachers face in classroom assessment and the strategies to manage the challenges which can provide an avenue for final decisions to be arrived at.

Population

The investigation's target audience included technical learners as well as English Language, Mathematics, Integrated Science, and Social Studies (EMSS) teachers from the study region's designated research area. They were form two Senior High and Technical School students in each of the four technical high schools in the Dunkwa-Akrofrom Municipality of Ghana (Dunkwa-Obuasi Technical SHS, Obuasi Technical SHS, Akrofrom Technical SHS, and Jakobu Technical SHS) that participated in this investigation. The form two students from each academic institution were selected, appropriately, since they had been at the institution for at least a year and, as a result, had a greater possibility of providing valuable information. In addition to this, they were not under any kind of time constraint for the ultimate examination, which would increase their degree of collaboration and dedication. As such, the total targeted population of the form two learners was 122 consisting of 32 students from Dunkwa SHTS, 28 from Obuasi SHTS, 37 from Akrofrom SHTS, and 25 from Jakobu SHTS of the Dunkwa-Obuasi enclave of Ghana. Additionally, 84 EMS teachers were included in the study. All in all, 206 respondents were considered to partake in the investigation.

Sampling and Sampling Procedures

According to Creswell (2012), samples are subsets of a population with attributes that are similar to those of the bigger group from which they were drawn. The merits of samples lie in the rate at which they are representative or with which they represent the targeted population. The census procedure was fell upon to engage all the 206 participants, i.e.,122 students and 84 teachers in the study. As per Creswell (2013), it is important to analyse the complete

population in survey research since it is and can be readily identified, which makes it a viable option. This form of survey research, which is sometimes known as census study, allows for generalizations to be made about the whole population. Similarly, Franenkel, Wallen, and Hyun (2012), indicated that using not less than 100 respondents is vital for a descriptive study. Considering the assertion of Franenkel et al (2012), the population include in this investigation is slightly above 100, this does not give room for the researcher to sample from the population since larger population size are necessarily in quantitative research for the purpose of generalisation, hence the census procedure was adopted to engage the investigation's participants.

Data Collection Instrument

Questionnaires were adapted from various scales developed by some researchers **(**Balamurugan, 2013; Tsitsia, Afenu, Kabbah, Attigah, & Bimpeh, 2021; Tuckman, 1990; Nghambi, 2014; Chonjo, 1994). The questionnaire was made up of students' characteristics with Cronbach Alpha of 0.71, home bases factors with Cronbach Alpha of 0.82, teacher factors with Cronbach Alpha of 0.74, student-related factors with Cronbach Alpha of 0.87, and school related factors with Cronbach Alpha of 0.91.

In this investigation, two sets of questionnaires were used: one set was created for EMS teachers, while the other was designed for students. The questionnaire for the students consisted of five sections, Sections A- E. Section A gathered information on students' demographic characteristics such as gender, age, BECE aggregate as well as the class size of students in class. Section B gathered information on student's characteristics that led to low grades of learners in the technical. The Section C of the students' questionnaire

solicited information on the home related variables that led to student's poor attainment in academics. Similarly, the Sections D and E of the students' questionnaire gathered information on the teacher factors as well as the student related factors that caused poor results in terms of academics. In all, students responded to 33 items on a 4-point Likert-scale measuring type: 1 = Strongly disagree, 2 = Disagree, 3 = Agree and 4 = Strongly Agree.

In the same vein, the questionnaire to be responded to by teachers comprised or entailed six sections, Sections A-F. Section A solicited information on teachers' demographic characteristics including gender, age, level of qualification, teaching experiences and the subjects taught by teachers. Sections A-F solicited information on students' characteristics, home-related variables, teacher related variables, student related variables and students' attendance that contributed to poor results in academics among technical school learner. In all, instructors who partook in the investigation were expected to respond to 39 items on These were on 4-point Likert-scale measuring type: 1 = Strongly disagree, 2 = Disagree, 3 = Agree and 4 = Strongly Agree. The questionnaires included close ended questions, and this was appropriate; because, it was easy to administer, convenient to reach respondents, unbiased on the part of the researcher, and friendly to complete. Hence, it took relatively less time to score from researchers and respondents (O'Leary, 2004; Kothari, 2004).

Pilot Testing

The instruments were pilot tested on thirty (50) students and 10 teachers at Oguaa Secondary/Technical School in the Cape Coast Metropolis. The questionnaires were given to the fifty learners and ten teachers in the school

chosen by the one performing the investigation. The one investigating used the feedback from participants to make adjustments to the questionnaire as per Amedahe (2002). Performing pilot testing was requisite as it improved both the reliability and validity of the instrument's content. It also allowed for improvements to be made to the format, questions, and scales after detailed review of the items judging by assertions or statements gathered from the survey regarding the questionnaire's flaws, uncertainty and clearness, on all facets of the questionnaire (Leedy & Ormrod, 2010). Furthermore, the pilot-testing process gave a chance to evaluate the suitability and feasibility of the data-collection device. Additionally, it examined the suitability of the methodologies that were employed in the investigation. The pre-testing was beneficial in that it allowed the instrument to be fine-tuned in general as per Leedy and Ormrod (2010).

Validity and Reliability of the Instruments

Per assertions by Fraenkel, Wallen and Hyun (2012), expert opinion must be relied upon to ensure that content and face validity exist as part of validating an instrument. Consequently, the items on the questionnaires were given to my supervisor for expert assessment in order to determine the content validity of the data. Specifically, it was intended to determine whether or not the items were pertaining to the survey questions, whether or not the vocabulary configuration was fitting, whether or not the items evoked the suitable information from the participants, whether or not the items integrate into the sections into which they had been positioned, whether or not the items were organized and whether or not any items were unclear. The comments made by

the supervisor were implemented in order to enhance the instrument, which in turn assisted in establishing the content and face validity of the instrument.

Cronbach Alpha (α) was relied upon to assess the internal consistency of the sub-sections of the questionnaires in order to assess the reliability of the items on the questionnaires. Hence, Cronbach Alpha (α) was employed to establish the reliability of the items on the questionnaires. It was determined that an alpha value of .70 or higher was adequate as per Karagoz (2016). Following the pilot testing, the reliability coefficients of the instrument's scales varied from.72 to.79, depending on the scale. The instrument consisted of students' characteristics with Cronbach Alpha of 0.72, home bases factors with Cronbach Alpha of 0.74, teacher factors with Cronbach Alpha of 0.73, student-related factors with Cronbach Alpha of 0.77, and school related factors with Cronbach Alpha of 0.79. In general, such coefficients are excellent indications of internal consistency and this is because they did not fall below a threshold of 70.

Ethical Consideration

Investigators should be conscious of ethical considerations, which are particularly important in social research because it encompasses information gathering about individuals. In social research, it is critical to take into account moral considerations as well as respect for participants (Punch, 2009). Several ethical considerations were taken into account throughout this investigation. Informed permission, secrecy, and anonymity were among the requirements. The topic of informed consent was one of the concerns that came up throughout this investigation. As explained by Seidman (2006), informed consent provides potential participants with the chance to choose whether or not to indulge in the

investigation. It stresses the importance of individuals understanding the goals, objectives, and the harm that participating in such activities may bring. It again specifies that individuals have the right to withdraw their permission at any time after it has been granted. The findings of Cohen et al (2000) and Mertens (2010), who both said that informed consent is derived from the participant's right to freedom, are consistent with this. During this investigation, the participants were given a thorough explanation of the study's goal before they were allowed to take part in the investigation.

When it comes to secrecy, however, every strategy was undertaken to ensure that the responses of those who took part of the investigation remained secret. Participants were informed that their responses would be kept anonymous and that nobody who was familiar with them would have access to the information they supplied, and that no one's identity would be recorded in the investigation as a result of this.

It was also prudent to the investigator in this study that study participants remain anonymous in their responses. As per comments of Oliver (2010), anonymity is a critical problem in ethics of investigation since it provides participants with the ability to remain anonymous while participating in an investigation. In this specific investigation, fictional identities were employed for identification purposes, and the names of the participants could not be linked back to them. Codes were also established when it was important to protect the anonymity of information and to prevent harm from occurring. Preliminary visits to chosen schools were conducted prior to the start of the data gathering process in order to avoid invading participants' privacy without their consent. In order to uphold the ethical ideal of anonymity in social research, no names

or other personally identifying information from respondents were collected. This is done in order to avoid possible victimization of responders in situations where some comments may be deemed undesirable by other parties involved.

Data Collection Procedures

Participants were notified that they had the option to withdraw from the process if they felt it was infringing on their privacy. Again, there was an arrangement where participants may choose not to answer particular questions if they felt they were infringing on their privacy. The respondents were also informed that the information they gave would not be shared with anyone or groups who were not required to have access to it. Other demographic indicators that may have been used to identify individuals were also withheld from the information they submitted, ensuring that the information they provided remained anonymous.

Introductory letter drafted from the Department of Education and Psychology was received for use in this project. It stated the goal of the investigation, the requirement for participation, the anonymity of the respondents, as well as the confidentiality of their responses to the respondents. Following the establishment of essential contact with the headmasters of the selected schools, permission was requested from the headmasters for the administration of the instrument. The headmasters granted permission. Data was collected solely by the researcher. At each school, one teacher was made in charge for the collection of the completed questionnaire. In the first phase of the data collection, I visited the selected schools, after informed consent have been sought from respondents; the questionnaires were given to the teachers to fill at their convenient time because the teachers were occupied with classroom duties.

The contact of the 'agent' (a person authorised to collect the questionnaire within the school) was taken. The informed consent and the administration of the questionnaire took two weeks because the researcher attended to some official duties. The second phase was the coalition of the questionnaire from the 'agents' who took one week.

Data Processing and Analysis

The research data collected were analysed quantitatively. The field data was collated, sifted through and edited in order to address questions that have been answered partially or not answered. For effective statistical presentation and analysis, the questionnaires were serially numbered to facilitate easy identification. It is necessary to observe this precaution to ensure quick detection of tiny source of errors when they occur in the tabulation of the data. Responses to the various items in the questionnaire were also added, tabulated and statistically analysed.

After editing and coding, the data were entered into the computer using the Statistical Package for the Social Sciences (SPSS Version 25.0) software. Before performing the desired data transformation, the data was cleaned by running consistency checks on every variable. Corrections were made after verification from the questionnaire and the database was generated. The responses were quantified and analysed. The demographic variables from the questionnaire were primarily analysed using frequency and percentages. The second section of the questionnaire was analysis based on the research questions set for the study. Data on all the research questions were analysed with means and standard deviations. This is because all the research questions sought to

explain the current state of factors that explains the poor performance of technical students of secondary technical schools.

CHAPTER FOUR

RESULTS AND DISCUSSION

The purpose of this investigation was to identify the factors that contribute to low academic performance among Senior High Technical Students in the Dunkwa Obuasi Municipality, Ghana. It was decided to conduct this inquiry using a descriptive cross-sectional design. The information from the participants were gathered through the use of a questionnaire. Out of the 206 questionnaires that were distributed, 166 were totally completed and given back to the sender. As a result, an 81% (percent) response rate was achieved. As a result, all of the analysis in this chapter was conducted using data from 166 respondents (i.e., 108 students and 58 teachers). This chapter contains the findings as well as a discussion of the findings. With regard to the outcomes and findings, the demographic features of the respondents were provided first, proceeded by the responses of the investigation's questions and a commentary of the outcomes and findings.

Demographic Characteristics of Respondents

This part of the investigation displays the results of the participants' responses depending on their demographic characteristics. The background information of the respondents (teachers and students) was sought after, including gender, age, students' BECE aggregate teachers' highest qualification, teaching experiences of teachers as well as the subjects taught by the respective teachers. The data on the demographic characteristics was thoroughly analysed by the investigator through frequency as well as percentages. The demographic characteristics of teachers are shown in Table 4.

Table 4- *Teachers' Demographic Characteristics (n=58)*

Variables	Frequency	(%)
Gender		
Male	56	96.6%
Female	2	3.4%
Age range		
23-28 years	8	13.8%
29-33 years	15	25.9%
34-38 years	26	44.8%
Above 40 years	9	15.5%
Qualification		
Bachelor of Arts	7	12.1%
Bachelor of Education	20	34.5%
Bachelor of Science	23	39.7%
Post Diploma in Education	8	13.8%
Teaching Experience		
Below 5 years	30	51.7%
6-10 years	9	15.5%
11-15 years	3	5.2%
16-20 years	12	20.7%
21 years and above	4	6.9%
Subject Taught		
English Language	8	13.8%
Social Studies	13	22.4%
Integrated Science	17	29.3%
Mathematics	20	34.5%

Source: Field survey (2020)

From Table 4, most people who took part in the investigation (96.6%) were males, while only 3.4% of the respondents were females. This to a very large extent makes a lot of meaning, since Technical schools mostly dominated by male teachers. Many of the participants (44.8%) were within the ages of 34 -38 years, followed by 25.9%, who were within the ages of 29 – 33 years. Just

a hand few of the respondents 9(15.5%) were more than 40 years. Majority of the participants (39.7%) responded that they had bachelor of science qualification, 34.5% had bachelor of education, 13. 8% had post diploma in education whereas 12.1% had bachelor of arts qualification. The results further showed that many participants 51.7% had less than less 5 years of teaching experience. Few respondents (6.9%) however more than 21 years of teaching experiences. Regarding the subjects taught by teachers, most of the respondents 34.5% taught mathematics, 29.3% taught Integrated Science, 22.4% taught Social Studies while only 13.8% taught English Language. The demographic characteristics of the students are shown in Table 5.

Table 5- *Students' Demographic Characteristics (n =108)*

Variables	**Frequency**	**(%)**
Gender		
Male	107	99.1%
Female	1	.9%
Age range		
15 years and below	5	4.6%
16-19 years	74	68.5%
20 years and above	29	26.9%
BECE Aggregate		
6-10	3	2.8%
11-15	11	10.2%
16-20	45	41.7%
21-25	32	29.6%
26-30	16	14.8%
Above 30	1	.9%

Source: Field survey (2020)

As being observed in Table 5, more male respondents 107(99.1%) were in existence as compared to the female respondents 1(.9%). This could be based

on the premise that most technical schools are dominated by male students. Regarding the age of the respondents, a vast number of the participants 74 (68.5%) were within the ages of 16-19 years, 29(26.9%) were 20 years and above whereas only 5(4.6%) of the respondents were 15 years and below. The results moreover showed that most participants (41.7%) had aggregate 16-20 in their BECE whereas only 1(.9%) respondents had an aggregate of above 30.

Research Question 1

What perceived student-based factors contribute to poor academic performance among secondary technical students?

The purpose of this question was to determine the perceived student-related variables that have an impact on low academic performance among technological students. The data obtained on this research issue were analysed by means of descriptive statistics, such as means and standard deviation. It is critical to note that for this study issue, the opinions of both students and instructors were obtained and considered. In accordance with the scale used for this study (Strongly agree-4, Agree-3, Disagree-2, Strongly disagree-1), the median point was set at 2.5 to serve as a baseline for comparison. To put it another way, mean values higher than 2.5 showed that the most participants agreed with the statement in question. A mean score less than 2.5, on the other hand, indicated that many participants were in disagreement with the statement. Tables 6 include more specific information on the findings of students on perceived student-based factors that contribute to poor academic performance among secondary technical students

Table 6- *Perceived Student-based Factors that Contribute to Poor Academic Performance Among Secondary Technical Students (Responses of Students)*

Statements	Mean	SD
I don't go to school early before the morning assembly	3.25	1.00
I often do absent myself from school	2.39	1.12
I don't do my class exercises.	3.49	0.86
I don't do my homework and assignments.	3.40	0.94
I don't participate in class lessons.	3.58	0.87
I use local language to communicate with my mates during lessons.	2.53	0.86
I don't often use English language to communicate with my mates during lessons.	2.66	0.86
I don't get motivated by my teacher.	3.04	1.00
Mean of Means	**3.04**	**0.49**

Source: Field survey (2020)

As shown in Table 6, it was generally found that students had their own viewpoints on some variables that led to the poor academic performance among technical students (M = 3.04, SD = .49). Thus, many of the participants agreed to the following statements: "I don't go to school early before the morning assembly" (M= 3.25, SD = 1.00), "I don't do my class exercise" (M=3.49, SD= 0.86), "I don't do my homework and assignments." (M=3.39, SD= 0.94), "I don't participate in class lessons." (M=3.58, SD = 0.87), "I use local language to communicate with my mates during lessons." (M=2.53, SD=0.87), "I don't often use English language to communicate with my mates during lessons." (M=2.66, SD=0.86), "I don't get motivated by my teacher." (M=3.04, SD=1.00). Responses on absenteeism, the other hand, were not agreed to as participants claimed that they do not often absent themselves from school (M= 2.39, SD= 1.12). Table 7 presents the responses of teachers on perceived student-based factors that contribute to poor academic performance among secondary technical students

Table 7- *Perceived Student-based Factors that Contribute to Poor Academic Performance Among Secondary Technical Students (Responses of Teachers)*

Statements	Mean	SD
My students don't come to school before the morning assembly.	2.78	0.73
My students mostly absent themselves from school.	2.04	0.62
My students don't do their class exercise.	3.36	0.69
My students don't do their assignments.	3.19	0.40
My students don't take active part in class lessons.	3.17	0.82
My students take active part in extra classes in your school.	1.91	1.08
My student use local language to communicate among themselves during class lesson.	3.28	0.74
My students do not use English language to communicate among themselves during lesson.	2.59	0.75
I often see my students do serious studies.	2.04	0.97
Mean of Means	**2.71**	**0.38**

Source: Field survey (2020)

Similarly, the outcome in Table 7 indicated that the participants who partook in the investigation (Teachers) generally agreed to the fact that students related factors contributed to poor academic performance among secondary technical school (M= 2.71, SD= 0.38). From Table 7 the foremost students related factor that led to poor grades among technical students was the fact that "students do not do their class exercise." (M=3.36, SD=0.69) as well as the minor factor that led to poor exploits in academics was the fact that "students rarely used English language to communicate among themselves during lessons" (M= 2.59, SD = 0.75).

In all, both students (M = 3.04, SD = 0.49) and teachers (M= 2.71, SD= 0.38) generally consented to the fact that variables connected to learners such as unwillingness of learners to complete their assignments, reluctance of

students to participate in class lessons, usage of local language by students in communication as well as lateness of students to school were some of the student-based factors that contributed to poor grades among secondary technical students in the Dunkwa-Obuasi Municipality. The findings of this investigation suggest that students are likely to exhibit excellent academic performance when they eschew exhibiting negative attitude towards academic activities. Students can do this by participating actively in class lessons. It is also important for teachers to counsel students on the importance of attaching seriousness to their academic work. This to a very large extent will help minimize how poor educational outcomes is being recorded among technical learners in the Dunkwa-Obuasi Municipality.

Research Question 2

What perceived student characteristics are responsible for students' poor academic performance?

The purpose of this question was to determine the perceived qualities of students that are responsible for low academic performance among students in the technical field. The data obtained on this research issue were analysed by means of descriptive statistics, such as means and standard deviation, to determine its significance. It is critical to note that for this study issue, the opinions of both students and instructors were obtained and considered. In accordance with the scale used for this study (Strongly agree-4, Agree-3, Disagree-2, Strongly disagree-1), the median point was set at 2.5 to serve as a baseline for comparison. To put it another way, mean values higher than 2.5 showed that the most participants agreed with the statement in question. A mean score less than 2.5, on the other hand, indicated that most respondents were in

disagreement with the statement. The responses of students on perceived students' characteristics responsible for poor academic performance among secondary technical students were shown in Table 8

Table 8- *Perceived Students' Characteristics Responsible for Poor Academic Performance among Secondary Technical Students (Response of Students)*

Statements	**Mean**	**SD**
When I develop bad behaviour towards my studies it affects my academics poorly.	3.35	0.86
Peer group influence affect my learning badly.	3.06	0.86
Absenting myself from school affects my learning.	3.40	0.76
My lateness to school affects my learning in a bad way.	3.06	0.91
My failure in doing my homework affects my learning.	2.94	0.80
The use of my local language more than the official language (English) affects my learning.	2.92	0.92
I am not happy in school and this affect my learning negatively.	2.74	0.96
When I go to school regularly it affects my learning in a bad way.	2.39	1.28
I mostly do not enjoy my teacher's lessons and it affects my learning negatively.	2.86	0.88
Mean of Means	**2.97**	**0.38**

Source: Field survey (2020)

Students' characteristics that contributed to poor academic performance among secondary technical schools were sought. As shown in Table 8, it was found out that student's characteristics actually had a key role in the poor academic results of students (M=2.97, SD=0.38). Many participants agreed to all the specifics except the statement, "When I go to school regularly it affects my learning in a bad way" (M=2.39, SD=1.28). Table 9 presents the responses of teachers on perceived students' characteristics responsible for poor academic performance among secondary technical students

Table 9- *Perceived Student's Characteristics That Contribute to Poor Academic Performance among Secondary Technical Students (Response of Teachers)*

Statements	Mean	SD
When my students develop bad behavior towards studies it affects their academics negatively.	3.50	0.71
When my students come to school regularly it affects their learning in a bad way.	2.19	1.10
Absenting themselves from school affects their learning	2.88	1.08
Lateness to school affects my students learning badly	3.40	0.84
My students' failure in doing their homework affects their learning	3.24	0.66
The use of their local language more than the official language (English) affects their learning	2.81	0.78
Peer group influence affects my students learning badly.	2.83	0.73
My students do not enjoy my lessons and it affects their learning.	2.09	0.95
My students are not happy in school and this affects their learning negatively.	2.90	0.87
My students do not participate in class and this affects their learning in a bad way	3.04	0.73
Mean of Means	**2.89**	**0.45**

Source: Field survey (2020)

Also as shown in Table 9, it was discovered that students' characteristics negatively impacted on the output of secondary technical students (M=2.89, SD= 0.45). Most of the respondents (teachers) concurred with all the statements in Table 9, with the exception of the following statements: "When my students come to school regularly it affects their learning in a bad way." (M=2.19, SD=1.10) as well as "My students do not enjoy my lessons and it affects their learning." (M=2.09, SD=0.94).

In sum, both students (M=2.97, SD=0.38) as well as teachers (M=2.89, SD= 0.45) generally consented to the fact that students' characteristics to a very large extent has an effect on students' grades negatively. Among the students' characteristics that affected students' academic performance included: peer influence, bad attitude towards academic work, habitual lateness to school, truant behaviours, usage of local language in communication rather than the official English Language, reluctance of students in submitting their home work among others. The outcome of this investigation implies that technical learners within the Dunkwa-Obuasi Municipality are likely to perform excellently in their academics when they avoid negative behaviours such as keeping bad companies and staying away from school. Since bad company often corrupts good manners, it is important for parents, guardians a well as teachers to encourage students on the importance of avoiding bad companies in their quest to perform excellently in their academic works.

Research Question 3

What are the perceived home-based factors responsible for poor academic performance among secondary technical students?

Specifically, the purpose of this study question was to determine whether there are any perceived home-based variables that lead to low academic performance among students in the technical field. The data obtained on this research issue were analysed by means of descriptive statistics, using means and standard deviation. It is critical to note that for this study issue, the opinions of both students and instructors were obtained and considered. In accordance with the scale used for this study (Strongly agree-4, Agree-3, Disagree-2, Strongly disagree-1), the median point was set at 2.5 to serve as a baseline for

comparison. To put it another way, mean values higher than 2.5 showed that the many participants agreed with the statement in question. A mean score less than 2.5, on the other hand, indicated that the many participants were in disagreement with the statement. Tables 10 provide a more in-depth breakdown of the findings of students.

Table 10- *Perceived Home-Based Factors That Contribute to Poor Academic Performance among Secondary Technical Students. (Response of Students)*

Statements	**Mean**	**SD**
My parents do not encourage me to learn.	1.82	1.00
My parents do not supervise my homework.	2.56	1.09
My parents do not provide my basic needs	2.07	1.07
My parents do not provide subject text books for me.	2.26	1.02
My parents make me sell after school ours.	1.76	1.03
My parents send me to the farm during school hours.	1.61	1.03
Mean of Means	**2.01**	**0.63**

Source: Field survey (2020)

Evidence from Table 10 indicated that most of the home-based factors did not contribute to poor academic performance factors among technical school student (M=2.01, SD= 0.61). Reporting on the specifics of the home-based factors that contributed to poor grades, respondents (students) did not agree to these statements: “My parents do not encourage me to learn.” (M=1.82, SD=1.9), “My parents do not provide my basic needs” (M=2.07, SD=1.07), “My parents do not provide subject text books for me.” (M=2.26, SD=1.02), “My parents make me sell after school ours.” (M=1.76, SD=1.03) as well as “My parents send me to the farm during school hours.” (M=1.61, SD=1.03). The respondents however agreed to the fact that “parents did not supervise their

homework" (M=2.56, SD=1.09). Table 11 shows the responses of teachers on perceived home-based factors that contribute to poor academic performance among secondary technical students.

Table 11- *Perceived Home-Based Factors that Contribute to Poor Academic Performance among Secondary Technical Students. (Responds of Teachers)*

Statements	**Mean**	**SD**
Students attitude towards their learning shows that they receive some encouragement from their parents	2.57	1.05
Performance of students in their homework and assignments indicates parental supervision.	2.12	0.92
Parents do not attend P.T.A meetings	2.36	0.91
Parents do not provide basic needs like pencils, pen, books and others for their children learning in the school	2.02	0.607
Parents do not provide subject textbooks for their children because of free education	3.16	0.88
Mean of Means	**2.45**	**0.37**

Source: Field survey (2020)

Similarly, from Table 11, it is obvious that respondents (teachers) disagreed to the fact that variables that are home-based led to the poor academic results among technical students (M= 2.45, SD=0.37). The respondents did not agree to the following statements: "Performance of students in their homework and assignments indicates parental supervision." (M =2.12, SD = 0.92), "Parents do not attend P.T.A meeting" (M =2.36, SD = 0.91) as well as "Parents do not provide basic needs like pencils, pen, books and others for their children learning in the school" (M=2.01, SD = 0.61). As presented in Table 11, the respondents agreed to the following statements: "Students' attitude towards their learning shows that they receive some encouragement from their parents" (M=2.57, SD=1.05) as well as "Parents do not provide subject textbooks for their children because of free education" (M=3.16, SD= 0.88).

In all, both students (M=2.01, SD = 0.61) and teachers (M= 2.45, SD=0.37) consented to the fact that home-based variables such as parents' inability to provide their children's basic need as well as engagement of children in farming activities after school did not in any way have any effect on the academic results of learners. It was however discovered in the findings of the study that other home-based variables which encompass parents' reluctance of supervising their ward's home-work, parents' unwillingness of encouraging their children to learn, as well as parents' inability of providing subject textbooks for their children due to the idea of "free education" affected the output of learners in school. The outcome of this study drive home the point that the provision of students' learning material regardless of the free education system is a requirement that could propel excellent performance among students. Parents, guardians, and significant others are therefore encouraged to provide the academic requirements and needs of their wards in order to reduce the issue of abysmal performance in school.

Research Question 4

What are the perceived teacher factors that contribute to poor academic performance among secondary technical students?

According to the study question, perceived instructor variables that lead to low academic performance among technical students were sought to be identified and quantified. The data obtained on this research issue was analyzed by means of descriptive statistics such as means and standard deviation, to determine its significance. It is critical to note that for this study issue, the opinions of both students and instructors were obtained and considered. In accordance with the scale used for this study (Strongly agree-4, Agree-3,

Disagree-2, Strongly disagree-1), the median point was set at 2.5 to serve as a baseline for comparison. To put it another way, mean values higher than 2.5 showed that the many of the participants agreed with the statement in question. A mean score less than 2.5, on the other hand, indicated that many participants were in disagreement with the statement. Tables 12 more specific information on the findings of students.

Table 12-*Perceived Teacher Factors that Contribute to Poor Academic Performance among Secondary Technical Students. (Response of Students)*

Statements	**Mean**	**SD**
When my teacher uses poor methods for teaching it affects my academic performance negatively.	3.41	0.88
My teacher's good interpersonal relationship with us affects our performance.	2.38	1.03
My teacher's interest in my school work affects my performance positively.	2.94	1.05
My teacher's lateness in school affects my learning badly.	3.15	0.87
My teacher's absence from school on regular basis affects my performance.	3.13	0.98
My teacher's poor attitude towards us affects our performance negatively.	3.21	0.98
Our performances are affected negatively if the teacher is unable to complete the scheme of work (syllabus).	3.24	0.85
Failure to organize seminars, workshops, in-service training for the teachers affect our performance negatively.	3.09	0.90
Teacher's failure to speak English Language in teaching affects our ability to express ourselves.	2.81	0.90
Failure of our parents in providing our basic needs affects our performance.	3.09	0.98
Mean of Means	**3.04**	**0.47**

Source: Field survey (2020)

Teacher related factors that contributed to poor academic performance among secondary technical students were sought. As shown in Table 12, perceived teacher related factors contributed to poor academic grades among technical students (M = 3.04, SD = 0.47). All respondents (students) consented to all statements except "My teacher's good interpersonal relationship with us affects our performance." (M =2.38, SD = 1.03). responses of teachers on perceived teacher factors that contribute to poor academic performance among secondary technical student were shown in Table 13.

Table 13- *Perceived Teacher Factors That Contribute to Poor Academic Performance Among Secondary Technical Students. (Responds of Teachers)*

Statements	**Mean**	**SD**
The style of teaching affects students' academic performance negatively	3.14	0.87
Interpersonal relationship with students tends to affect their performance negatively or positively	3.00	0.62
The teacher's interest in students school work affect their performance positively or negatively	3.26	0.76
Teachers' lateness to school affects students learning negatively	3.17	0.78
Teachers' absence from school on regular basis affects students' performance	3.40	0.49
Teachers poor attitude towards students tends to affect students' performance	3.35	0.69
Students' performance is affected negatively if a teacher is unable to complete the syllabus	2.95	0.61
Failure to use English Language during teaching affects students' ability to express themselves	2.45	0.60
Failure of parents in providing basic needs for their children tends to affect their performance	3.05	0.96
Mean of Means	**3.08**	**0.45**

Source: Field survey (2020)

Similarly, as displayed in Table 13, it was found that perceived teachers related variables contributed to poor academic results among technical students (M = 3.08, SD = 0.45). All the respondents, the (instructors) consented to all the specific statements in the exception of "the failure to use English Language during teaching affects students' ability to express themselves." (M = 2.45, SD = 0.60).

In sum, both students (M = 3.04, SD = 0.47). and teachers (M = 3.08, SD = 0.45) generally consented that teacher-based factors led to poor academic grades among learners. Thus, teacher variables such as adopting poor teaching methods, teachers' lateness to school, teachers' poor interpersonal relationship with students, lack of seminars, in-service training, workshops organized, for the instructors as well as not being able to complete the syllabus by the instructor contributed to students' poor academic results or grades. The outcome of this investigation implies that teachers who exhibit good student interpersonal relationship, teachers who always come to school on time and also comprehensively complete the syllabus are more likely of assisting students to perform excellently in their academic activities.

Research Question 5

What perceived school-based factors are responsible for the poor academic performance among secondary technical students?

Specifically, the aim of this question was to find out if there are any perceived school-based variables that lead to low academic performance among technical students. The data obtained on this research issue was analyzed by means of descriptive statistics, such as means and standard deviation, to determine its significance. It is critical to state clearly that only the opinions of

instructors were obtained in order to answer this study issue. In accordance with the scale used for this study (Strongly agree-4, Agree-3, Disagree-2, Strongly disagree-1), the median point was set at 2.5 to serve as a baseline for comparison. To put it another way, mean values higher than 2.5 showed that the majority of respondents agreed with the statement in question. A mean score less than 2.5, on the other hand, indicated that the many participants were in disagreement with the statement. Table 14 contains a more in-depth breakdown of the findings.

Table 14- *Perceived School-Based Factors that Contribute to Poor Academic Performance among Secondary Technical Students. (Responses of Teachers)*

Statements	**Mean**	**SD**
My school has adequate physical facilities.	2.47	0.68
There are adequate teaching and learning materials (TLMs) in my school.	2.09	0.57
In-service training, workshops and seminars are adequately organized for teaching and learning in the school	1.67	0.47
The materials in my school library adequately helps in teaching and learning in the school.	2.54	0.68
The classrooms in my school are adequately equipped for teaching and learning.	2.24	0.80
Mean of Means	**2.20**	**0.47**

Source: Field survey (2020)

As depicted in Table 14, many of the respondents (instructors) did not agree to the fact that school-based factors enhanced students' academic performance (M=2.20, SD=0.47). Many participants disagreed to the following statements: "My school has adequate physical facilities." (M=2.47, SD=0.68), "There are adequate teaching and learning materials (TLMs) in my school." (M=2.09, SD=0.57), "In-service training, workshops and seminars are

adequately organized for teaching and learning in my school" (M=1.67, SD = 0.47), "Materials in my school library adequately help in teaching and learning in my school." (M=2.54, SD=0.68) and "The classrooms in my school are adequately equipped for teaching and learning." (M=2.24, SD=0.80).

Thus, the investigation's outcome proved that school-based variables including inadequate physical studying facilities, inadequate organization of trainings, less instruction and learning resources, seminars and workshops for teachers, as well as inadequate learning materials in school library contributed to students' poor grades or results within the Dunkwa Obuasi Municipality. The findings of the current study stand to reason that students are likely to perform excellently in their academics if certain school variables including sufficient teaching and studying resources, improved and better learning facilities among others are put in place by school authorities. To a very large extent will help enhance students' academic performance.

Discussion

The findings of the investigation, which were reported in the preceding paragraphs, are discussed in this part. The conversation was divided into the following categories of current matters:

1. Student-based factors that contribute to students' poor academic performance
2. Student characteristics students' poor academic performance
3. Home-based factors responsible for students' poor academic performance
4. Teacher factors responsible for students' poor academic grades.

5. School-based factors responsible for students' poor academic grades.

Student-Based Factors Responsible for Poor Academic Performance

The outcome of this investigation generally found students-related variables such as unwillingness on the part of learners to complete their assignments, reluctance of students to participate in class lessons, usage of local language by students in communication as well as lateness of students to school to be some of the student-based variables that contributed to poor grades or results among secondary technical students in the Dunkwa-Obuasi Municipality. The outcome of this investigation imply that learners are likely to exhibit excellent academic performance when they eschew exhibiting negative attitude towards academic activities. Students can do this by participating actively in class lessons. It is also important for teachers to counsel students on the importance of attaching seriousness to their academic work. To a very huge extent, this will reduce the issue of low academic performance among technical students in the Dunkwa-Obuasi Municipality.

Several authors (Ulate & Carballo, 2011; Khan & Ahmed, 2013; Javanthi et al. 2014; Sibanda et al. 2015) have clarified that variables such as establishing interest in the topic, participating in co-curricular activities, frequent learning, self-motivation, promptness in class, and students' individual ambitions as well as character traits affect students' school accomplishment. The findings of the present investigation are consistent with these authors. Similarly, the outcome of this investigation are in tangent with those of Maric and Sakac (2014), who noted that variables affecting learners' academic performance may be divided into two categories: internal factors and social factors. Interests in

the subject matter of a topic, internal contentment, and desire were determined to be internal elements that impact students' academic performance, according to the researchers. In addition to social status and money reward, there were other social variables to consider.

Student Characteristics Responsible for Students' Poor Academic Performance

The findings of the investigation generally found that students' characteristics to a very large extent impacts on students' academic results or grades negatively. Among some of the students' characteristics that affected students' academic performance included: peer influence, bad attitude towards academic work, habitual lateness to school, truant behaviours, usage of local language in communication rather than the official English Language, reluctance of students in submitting their home work among others. The outcome of this investigation implies that technical students within the Dunkwa-Obuasi Municipality are likely to perform excellently in their academics when they avoid negative behaviours such as keeping bad companies and staying away from school. Since bad company often corrupts good manners, it is important for parents, guardians a well as teachers to encourage students on the importance of avoiding bad companies in their quest to perform excellently in their academic works.

According to the outcomes of this investigation, a favourable association exist between students' punctuality at class and their academic achievement, which is consistent with Komakech (2015). When looking at attendance in a different setting and using a correlational technique to analyze the impact of attendance on academic achievement in Nigeria, Oghuvbu (2017) came up with

the same conclusion as Komakeck. According to his findings, there is a favourable association between class participation and academic success.

The outcomes of the present investigation are also in line with the observations of other studies in the field. Students' perspectives regarding their studying and academic achievement were shown to be statistically significant in a study conducted by Awang, Ahmad, Bakar, Ghani, Yunus and colleagues (2013). As a result, researchers have discovered that students' attitudes regarding their learning have a major impact on their academic achievement. Similarly, in a recent study, Janssen and O'Brien (2014) suggested that, while learners' studying mode has an effect on their academic achievement, the effect is indirect. Although they came to different conclusions, Manoah, Indoshi and Othuon (2011) verified that students' viewpoints toward arithmetic had a direct influence on their academic results in the subject in question. Specifically, students' interest in a topic, consistent study habits, class participation, self-motivation, and approach toward studies are all important aspects that influence their academic achievement.

Home-Based Factors Responsible for Students' Poor Academic Performance

The findings of the current study revealed that home-based variables such as parents' inability to provide their ward's basic need as well as engagement of children in farming activities after class hours did not affect students' educational outcomes. It was however discovered in the investigation's outcome that other home-based variables such as parents' reluctance of supervising their ward's home-work, parents' unwillingness of encouraging their wards to learn, as well as parents' inability of providing

subject textbooks for their children due to the idea of "free education" affected the output of learners in school. The outcome of this study drive home the point that the provision of students' learning material regardless of the free education system is a requirement that could propel excellent performance among students. Parents, guardians, and significant others are therefore encouraged to provide the academic wants and needs of their wards in order to reduce the issue of abysmal results or output in school.

The outcomes of the present investigation concur with those of Waweru (2012), who argues that a positive attitude on the part of the parent and moral support help pupils achieve psychological stability. In this way, children who receive support and inspiration by their parents to study appear to be at an advantage, and this desire is typically tied to the parents' economic, social, and cultural position, and to a significant part, to their educational level as well, and this in effect positively affects students' performance (Maina, 2010).

Teacher Factors Responsible for Students' Poor Academic Performance

The findings of the study revealed that teacher-based factors led to poor academic results of learners. Thus, teacher variables such as poor teaching methods, teachers' lateness to school, teachers' poor interpersonal relationship with students, scarce workshops, lack of seminars, and in-service training for the teachers as well as little or no ability of the instructor to finish the syllabus led to students' poor academic grades or results. The derivations of this investigation suggest that teachers who exhibit good student interpersonal relationship, teachers who always come to school on time and also comprehensively complete the syllabus are more likely of assisting learners to produce excellent outcomes in their academic activities.

The outcome of this investigation are consistent with previous findings. The authors of Kimani, Kara, and Njagi (2013) discovered that learners' academic performance was significantly impacted by their teachers' workload and a variety of factors, including performance targets, completion of the syllabus, having enough focus on weak learners, homework, student evaluations, and the amount of time spent teaching. Akiri and Ugborugbo (2009), on the other hand, discovered a statistical association between teacher quality and academic success in their investigation. Further, the outcome of the current investigation concur with those of Ejere (2010), who argued that absence of instructors has a negative impact on the academic grades of learners. The author explained that absenteeism is a factor that should be discouraged if it is humanly possible because it adversely affects the students' performances.

The finding of this study also supports Ngema (2016) who retorted that learners' absenteeism may be increased as a result of their instructors' repeated absences, as they feel that while an instructor is gone, no or little studies will happen. Because of the instructor's absence, they are unable to mark exercises and assignments, which can lead to pupils being demotivated, which in turn can negatively impact their academic achievement (Ngema, 2016).

School-Based Factors Responsible for Students' Poor Academic Performance

The investigation revealed that school-based factors including inaccessibility of instruction and learning resources, inadequate physical learning infrastructure, inadequate organization of trainings, seminars and workshops for teachers, as well as inadequate learning materials in school library led to poor results among learners within the Dunkwa Obuasi

Municipality. The findings of the current study stand to reason that students are likely to perform excellently in their academics if certain school factors such as adequate teaching and learning materials, good learning facilities among others are put in place by school authorities. This to a very large extent will help enhance students' academics or grades.

According to Cedrez (1993), school settings such as school organization, furniture, libraries, educational resources, and other linked circumstances play significant part in the development of students' attitudes toward academic work. The observations of this study are consistent with Cedrez's findings. In his explanation, the author stated that these circumstances have a significant impact on pupils' views regarding the subject matter they are studying. As a result, bad school facilities, according to Cedrez (1993), may have a negative impact on the attitudes of even the most dedicated and prepared pupils, as well as having a negative impact on their academic achievement. It should also be noted that the findings of this study are consistent with those of Harbison and Hanushek (1992), who said that the quality of physical facilities is positively associated to student performance. As an example, congestion at a facility leads to poor performance; also, students are unable to study harder in classrooms that lack window panes or in buildings that are dripping from the ceilings.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

According to the investigation 's objectives, low academic performance among Senior High Technical Students in the Dunkwa Obuasi Municipality was determined by examining the determining variables of such performance. The present chapter contains a summary of the study's results as well as a discussion of them. In addition, the conclusions and recommendations derived from the observations are presented in this chapter.

Summary

Overview of the study

The study investigated the determinant factors of poor academic achievement among Senior High Technical Students in the Dunkwa Obuasi Municipality. The researcher decided to conduct the investigation based on five specific objectives, which were then translated into five research questions. In order to perform the study, a descriptive survey methodology, especially a cross-sectional design, was used in conjunction with a quantitative approach. Students, as well as teachers who teach EMS courses at technical schools in the municipality, made up the study's target group, which numbered 206 people in total. The census approach was utilized to ensure that all 206 participants in the research were included. The majority of the information for the inquiry was gathered through the use of questionnaires. The surveys were pilot tested with 50 pupils and 10 instructors from Oguaa Secondary/Technical School in the Cape Coast Metropolis. In order to improve the content validity and reliability of the instrument, it was required to conduct preliminary testing. Additionally, it revised the question structure after a thorough examination of the items was

carried out on the basis of feedback received from respondents on the questionnaire's shortcomings, clarity, and ambiguity on all parts of the questionnaire. The information gathered was checked to verify that it was complete before being analyzed with the Statistical Product for Service Solution (SPSS) Version 20 software package. Frequency and percentage analysis were used to analyze the data collected on the respondents' demographic characteristics. Means and standard deviations were also used to analyze all the research questions.

Key findings

The findings of the study are as follows:

1. It was found that students-related factors such as unwillingness on the learners part to complete their assignments, reluctance of students to participate in class lessons, usage of local language by students in communication as well as lateness of students to school were some of the student-based variables that contributed to poor academic performance among secondary technical students in the Dunkwa-Obuasi Municipality.
2. The study also discovered that students' characteristics to a very large extent affect academic performance of learners negatively. Among some of the students' characteristics that affected students' academic performance included: peer influence, bad attitude towards academic work, habitual lateness to school, truant behaviours, use of local language in communication rather than the official English Language, reluctance of students in submitting their home work among others.

3. The investigation also depicted that home-based variables such as parents' inability to provide their children's basic need as well as engagement of children in farming activities after school did not in any way affect academic performance of learners. On the contrary, other home-based factors such as parents' reluctance of supervising their children's home-work, parents' unwillingness of encouraging their children to learn, as well as parents' inability of providing subject textbooks for their children due to the idea of "free education" affected the performance of students in school.
4. The research further discovered that teacher-based factors that led to students' poor academic grades or results. Thus, teacher variables including poor teaching methods, teachers' lateness to school, teachers' poor interpersonal relationship with students, lack of seminars, workshops, and in-service training for the teachers as well as teachers being unable to complete the syllabus contributed to students' poor academic performance.
5. The study also found that school-based factors encompassing unavailable physical learning facilities, inadequate instruction and learning materials, inadequate organization of trainings, seminars and workshops for teachers, as well as inadequate learning materials in school library contributed to students' poor academic performance within the Dunkwa Obuasi Municipality.

Conclusion

Based on the outcomes of the current study, it can be said that student-related factors (i.e., unwillingness on the part of students to complete their

assignments, reluctance of students to participate in class lessons), student characteristics (i.e., peer influence, bad attitude towards academic work, habitual lateness to school, truant behaviours), home-based factors (i.e., parents' reluctance of supervising their children's home-work, parents' unwillingness of encouraging their children to learn), teacher based factors (i.e., poor teaching methods, teachers' lateness to school, teachers' poor interpersonal relationship with students, lack of seminars, workshops, and in-service training for the teachers as well as inability of teacher to complete the syllabus), as well as school based factors (i.e., inadequate physical learning facilities, inadequate teaching and learning materials) were significant determinants of students poor academic performance among Senior High Technical Schools within the Municipality of Dunkwa Obuasi.

Recommendations

The following recommendations are made based on the findings and the conclusions:

1. In view of the findings that student-related variables lead to students' poor academic performance, teachers, parents and school counsellors are encouraged to admonish students on the importance of attaching seriousness to their academic work. Thus, since students' progression on the academic ladder depends on their academic performance, it is prudent for such students to eschew exhibiting negative attitude towards their academic activities. To a very huge extent, it will reduce the issue of poor academic performance among technical students in the Dunkwa-Obuasi Municipality.

2. Since students' characteristics such as negative peer influence was a significant determinant of poor academic performance, students are thus, encouraged to avoid keeping bad companies, since such bad companies may have the likelihood of corrupting their good manners, which could in effect lead to their abysmal academic performance. Similarly, parents, guardians and teachers are encouraged to counsel students on the importance of avoiding bad companies in the quest of students to perform excellently in their academic works.
3. Parents, guardians, and other "parent figures" are entreated by the findings of this study to provide the educational needs of their children in order to reduce the issue of abysmal performances in schools, since home based factors such as parents' inability of providing their wards' learning materials was a contributing factor to students' poor academic performance.
4. Teachers are by the outcome of this investigation given encouragement to vary their teaching methods, develop healthy interpersonal relationship with students, and also endeavour to comprehensively complete the syllabus, since teacher based factors such as adopting poor teaching methods, poor student interpersonal relationship, teachers' inability of completing the syllabus contributed to students' poor academic performance.
5. Headteachers, school authorities as well as the Ghana Education Service are also encouraged by the findings of this study to frequently organise seminars, workshops, and in-service training for teachers. This will help

sharpen teachers' skills on issues required to promote students' academic performance.

6. Directors of education and policy makers in education are encouraged by the findings of this study to ensure the provision of good learning facilities and infrastructure required to enhance students' academic performance, since school-based factors such as inadequate teaching and learning materials and inadequate learning facilities highly contributed to students' poor academic performance

Suggestions for Further Studies

1. Further research should incorporate qualitative analysis, which would either complement or dispute the outcomes and assumptions of this investigation, as well as other types of quantitative analysis.
2. The study should be duplicated in other senior high schools, rather than technical schools, because certain variances in internal policies might lead to variations in the findings.

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APPENDIX A

QUESTIONNAIRE

UNIVERSITY OF CAPE COAST

DEPARTMENT OF EDUCATION AND PSYCHOLOGY

QUESTIONNAIRE FOR TEACHERS

This study sought to examine the determinants of poor academic performance among Senior High Technical school students in the Dunkwa Obuasi Municipality. Your participation is essential to the success of this study. Information provided is solely for academic purposes and would be kept as ***confidential*** as possible. Responses provided would be anonymous during data collection. Participation is voluntary and thus, you have the right to withdraw any time without any given reason(s).

SECTION A – DEMOGRAPHIC INFORMATION

Kindly provide the right response by checking [√] in the blank spaces provided.

1. Gender:
   a. Male [ ]
   b. Female [ ]
2. Age:
   a. Below 22 years [ ]
   b. 23 and 28 years [ ]
   c. 29 and 33 years [ ]
   d. 34 and 38 years [ ]
   e. Above 40 years
3. Highest Qualification:
   a. Bachelor of Arts [ ]
   b. Bachelor of Education [ ]
   c. Bachelor of Science [ ]
   d. Postgraduate Diploma in Education [ ]
   e. Master of Arts [ ]
   f. Master of Education [ ]
   g. Master of Science

h. Any other [ ]

4. How many years have taught as a teacher?
   a. Below 5 years
   b. 6-10 years
   c. 11-15 years
   d. 16-20 years
   e. 21 years and above25

5. Core Subjects taught:
   a. English Language
   b. Social Studies
   c. Integrated Science
   d. Mathematics

SECTION B - School-Based Factors Contributing to Student's Poor Academic Performance

Please read the following statements carefully and check [√] the option which best applies to you using the following options: SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree

S/N	STATEMENT	SD	D	A	SA
1	My school has adequate physical facilities.				
2	There are adequate teaching and learning materials (TLMs) in my school.				
3	In-service training, workshops and seminars are adequately organized for teaching and learning in the school				
4	The materials in my school library adequately helps in teaching and learning in the school.				
5	The classrooms in my school are adequately equipped for teaching and learning.				

SECTION C - Students' Characteristics That Contribute to Student's Poor Academic Performance

Please read the following statements carefully and check [√] the option which best applies to you using the following options: SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree

S/N	STATEMENT	SD	D	A	SA
1	When my students develop bad behavior towards studies it affects their academics negatively.				
2	When my students come to school regularly it affects their learning in a bad way.				
3	Absenting themselves from school affects their learning				
4	Lateness to school affects my students learning badly				
5	My students' failure in doing their homework affects their learning				
6	The use of their local language more than the official language (English) affects their learning				
7	Peer group influence affects my students learning badly.				
8	My students do not enjoy my lessons and it affects their learning.				
9	My students are not happy in school and this affects their learning negatively.				
10	My students do not participate in class and this affects their learning in a bad way				

SECTION D - Home-Related Factors Contributing to Student's Poor Academic Performance

Please read the following statements carefully and check [√] the option which best applies to you using the following options: SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree

S/N	STATEMENT	SD	D	A	SA
1.	Students attitude towards their learning shows that they receive some encouragement from their parents				
2.	Performance of students in their homework and assignments indicates parental supervision.				
3.	Parents do not attend P.T.A meetings				
4.	Parents do not provide basic needs like pencils, pen, books and others for their children learning in the school				
5.	Parents do not provide subject textbooks for their children because of free education				

SECTION E - Teacher Factors Contributing to Student's Poor Academic Performances

Please read the following statements carefully and check [√] the option which best applies to you using the following options: SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree

S/N	STATEMENT	SA	A	D	SD
1.	The style of teaching affects students' academic performance negatively				
2.	Interpersonal relationship with students tends to affect their performance negatively or positively				
3.	The teacher's interest in students school work affect their performance positively or negatively				
4.	Teachers' lateness to school affects students learning negatively				
5.	Teachers' absence from school on regular basis affects students' performance				

6.	Teachers poor attitude towards students tends to affect students' performance				
7.	Students' performance is affected negatively if a teacher is unable to complete the syllabus				
8.	Failure to use English Language during teaching affects students' ability to express themselves				
9.	Failure of parents in providing basic needs for their children tends to affect their performance				

SECTION F- Student Related Factors Contributing to Student's Poor Academic Performance

Please read the following statements carefully and check [√] the option which best applies to you using the following options: SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree

S/N	STATEMENT	SA	A	D	SD
1.	My students don't come to school before the morning assembly.				
2.	My students mostly absent themselves from school.				
3.	My students don't do their class exercise.				
4.	My students don't do their assignments.				
5.	My students don't take active part in class lessons.				
6.	My students take active part in extra classes in your school.				
7.	My student use local language to communicate among themselves during class lesson.				
8.	My students do not use English language to communicate among themselves during lesson.				
9.	I often see my students do serious studies.				

UNIVERSITY OF CAPE COAST

DEPARTMENT OF EDUCATION AND PSYCHOLOGY

QUESTIONNAIRE FOR STUDENTS

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SECTION A – DEMOGRAPHIC INFORMATION

1. Kindly provide the right response by checking [√] in the blank spaces provided.
2. Gender:
   a. Male [ ]
   b. Female [ ]
3. Age:
   a. 15years and below [ ]
   b. 16-19years [ ]
   c. 20years and above [ ]
4. What was your aggregate at the B.E.C.E Results?

   a. 6-10 [ ]
   b. 11-15 [ ]
   c. 16-20 [ ]
   d. 21-25 [ ]
   e. 26-30 [ ]
   f. above 30 [ ]

5. How many students are in your class?
   a. Below 20 [ ]
   b. 20-30 [ ]
   c. 31-40 [ ]
   d. 41-50 [ ]
   e. above 50 [ ]

SECTION B- Student's Characteristics That Contribute to Poor Academic Performance

Please read the following statements carefully and check [√] the option which best applies to you using the following options: SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree

S/N	STATEMENT	SA	A	D	SD
1.	When I develop bad behavior towards my studies it affects my academics poorly.				
2.	Peer group influence affect my learning badly.				
3.	Absenting myself from school affects my learning.				
4.	My lateness to school affects my learning in a bad way.				
5.	My failure in doing my homework affects my learning.				
6.	The use of my local language more than the official language (English) affects my learning.				
7.	I am not happy in school and this affect my learning negatively.				
8.	When I go to school regularly it affects my learning in a bad way.				
9.	I mostly do not enjoy my teacher's lessons and it affects my learning negatively.				

SECTION C - Home based factors contributing to pupils' poor academic performance

Please read the following statements carefully and check [√] the option which best applies to you using the following options: SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree

S/N	STATEMENT	SA	A	D	SD
1.	My parents do not encourage me to learn.				
2.	My parents do not supervise my homework.				
3.	My parents do not provide my basic needs				

4.	My parents do not provide subject text books for me.				
5.	My parents make me sell after school ours.				
6.	My parents send me to the farm during school hours.				

SECTION D- Teacher Factors Contributing to Student's Poor Academic Performances

Please read the following statements carefully and check [√] the option which best applies to you using the following options: SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree

S/N	STATEMENT	SA	A	D	SD
1.	When my teacher uses poor methods for teaching it affects my academic performance negatively.				
2.	My teacher's good interpersonal relationship with us affects our performance.				
3.	My teacher's interest in my school work affects my performance positively.				
4.	My teacher's lateness in school affects my learning badly.				
5.	My teacher's absence from school on regular basis affects my performance.				
6.	My teacher's poor attitude towards us affects our performance negatively.				
7.	Our performances are affected negatively if the teacher is unable to complete the scheme of work (syllabus).				
8.	Failure to organize seminars, workshops, in-service training for the teachers affect our performance negatively.				
9.	Teacher's failure to speak English Language in teaching affects our ability to express ourselves.				

10.	Failure of our parents in providing our basic needs affects our performance.				

SECTION E - Student-Related Factors Contributing to Student's Poor Academic Performances

S/N	STATEMENT	SA	A	D	SD
1.	I don't go to school early before the morning assembly				
2.	I often do absent myself from school				
3.	I don't do my class exercises.				
4.	I don't do my homework and assignments.				
5.	I don't participate in class lessons.				
6.	I use local language to communicate with my mates during lessons.				
7.	I don't often use English language to communicate with my mates during lessons.				
8.	I don't get motivated by my teacher.				