

UNIVERSITY OF CAPE COAST

FACTORS AFFECTING THE PERFORMANCE
OF ISLAMIC JUNIOR HIGH SCHOOL STUDENTS
IN THE TAMALE METROPOLIS

AL-HASSAN ABUKARI SADIK

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BY

AL-HASSAN ABUKARI SADIK

Dissertation submitted to The Institute for Educational Planning and Administration, Faculty of Education, University of Cape Coast in partial Fulfilment of the Requirements for the Award of Master of Education Degree in Educational Administration

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DECLARATION

Candidate's Declaration

I hereby declare that this dissertation 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: AL-HASSAN ABUKARI SADIK

Supervisor's Declaration

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

Supervisor's Signature..... Date.....

Name: Mr. S.K. Atakpa

ABSTRACT

Despite the efforts made by various governments in Ghana to expand and improve the quality of education at various stages of our educational institution, there are still a whole lot of students who are not able to make the required grades to enable them further their education at the Senior High School after their Basic Education Certificate Examination. (B.E.C.E). Islamic schools in the Tamale metropolis are among the schools in Ghana that have enjoyed the provision of educational infrastructure by successive governments, but the performance of these schools is not encouraging. The dissertation looks at factors affecting the performance of Islamic Junior High School students in the Tamale metropolis. The study focused on home related factors, teacher related factors, school related factors and cultural beliefs, on educational performance of students in the Tamale metropolis. Simple random sampling and purposive sampling procedures were used to select 130 respondents. These comprise 50 students from six selected Islamic schools, 50 parents from the same schools and 30 teachers. Questionnaires and interviews were the instruments used to gather data. The data were statistically analyzed using descriptive statistics. Percentages were calculated and tables constructed to simplify the analysis. The outcome of the study indicates that, parents' and guardians' educational attainment affected their wards academic performance. Again, truancy among students is a major problem. It is recommended that a wider scale study be

conducted nationwide in other unit schools, on factors affecting the performance of students in the schools.

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DEDICATION

To memory of my late father

Alhassan Iddrisu

TABLE OF CONTENTS

		Page
DECLARATION	ii	
ABSTRACT	vi	
ACKNOWLEDGEMENTS	iv	
DEDICATION		v
CHAPTER		
One INTRODUCTION		
Background of the Study		1
Statement of the problem	7	
Research questions		8
Purpose of the study		8
Significance of the study	9	
Delimitation		9
Limitation		10
Two REVIEW OF RELATED LITERATURE REVIEW		11
Social capital theory		11
Forms of social capital	12	
Social capital in the creation of human capital		13
Parental Background and students Education performance		15
Teaching Effectiveness and students performance		21
The role of supervision in children educational performance		23
Supervision and administration		24

	School-based supervision	26
	Management of instructional time	30
	Management of staff	30
	Evaluation of the supervisory process	31
	Learning environment and students' performance	32
	Summary	34
Three	METHODOLOGY	35
	Research Design	35
	Population	36
	Sample	36
	The research instrument	37
	Pilot testing	38
	Data collection procedure	38
	Data Analysis	39
Four	RESULTS AND DISCUSSION	41
	Demographic characteristics of respondents	42
	Gender distribution of respondents	42
	Marital status of teachers and parents	45
	Educational background of parents/guardians	46
	Family size	48
	Professional qualification of teachers	49
	Teacher's attitude towards teaching	50
	Giving of exercises, marking, and correction	51
	Supervision by the head teacher	52
	Effects of supervision on the teacher	53

Parent teacher association	54
Distance from home to school	55
Location of schools	56
Home environment	57
Five SUMMARY, CONCLUSION, AND	
RECOMMENDATIONS	59
Summary	59
Conclusion	61
Recommendation	63
Recommendations for further research	65
REFERENCES	67
APPENDICES	72
A Questionnaire for parents	72
B Questionnaire for students	76
C Questionnaire for teachers	80
D List of Islamic Junior High Schools in the Tamale Metropolis	85

LIST OF TABLES

Table		Page
1	Gender distribution of respondents	42
2	Age distribution of students	43
3	Age distribution of teachers	44
4	Age distribution of parents	44
5	Marital status of teachers	45
6	Marital status of parents	46
7	Educational background of parents and guardians	47
8	Family size	48
9	Professional qualification of teachers	49
10	Teacher's attitudes towards teaching	50
11	Giving of exercise, marking and correction	51
12	Supervision by the head teacher	52
13	Responses of teachers on effects of supervision	53
14	Responses of teachers on the existence of P.T.A's in the school	54
15	Distance from home to school	55
16	Location of the school	56
17	Engagement of students in household chores	57
18	Engagement of students in economic activities	57

CHAPTER ONE

INTRODUCTION

Background of the Study

The Islamic schools,formerly known as English/Arabic schools, were established in 1972 for both secular education and Islamic studies to run concurrently. The purpose for this was to allay the fears of Muslim Parents that western formal education is satanic, and their wards may convert into the Christianity. These schools have thus been in the system for quite a long time now. In recent times there has been a public out cry over students' performance in our various institutions of learning, and as we are the people to develop as a country, the greatest challenge that faces us today is the provision of quality education for our youth.

Education is said to be the special institution responsible for the transmission and conservation of the society's culture as well as bringing about innovation in the society. In other words while transmitting and conserving a people's culture, education simultaneously prepares educands to initiate changes in the culture of their society.

According to Harbison et al (1964), as cited by Forojalla (1993),- the education system is crucial not only for the development of the nation's

necessary human resources but also society's culture. Also, education facilitates innovation. According to Harbison as cited by Forojalla (1993), human resources constitute the ultimate basis of the wealth of nations. Capital and national resource are passive factors of production; human beings are active agents, who accumulate capital, exploit natural resources, build social, economic and political organizations and carry forward national development. (Forojalla. p 108).

Education also orientates people to be politically inclined, so that they can participate fully in political affairs of the nation. According to Agyeman (1986) field survey conducted in Ghana show that, when people progress on the educational ladder, they receive more political education and their national consciousness becomes higher. Furthermore, when people become nationally conscious the degree of their tribalism drops. They understand one another better and work as a team to achieve the goals of the nation. Education therefore prepares the individual to be mentally, socially, morally, spiritually, economically sound and ready to contribute his or her quota to the development of the country.

Harbison et al (1964) concluded that education is the key that unlocks the doors to modernization and that it is a crucial factor for manpower and economic growth. Timar (1967) also asserts that education provides an individual with moral discipline and general intellectual training, and thereby helps his/ her personal development.

Arguing in support of the importance of human resource development, Bowman and Anderson (1968) contend that, as technical progress is made in production, workers require an increasingly high standard of general education and vocational training, and there is a growing need for highly qualified workers as engineers, technicians, research workers, designers, production organizers and so on. Modern production is unable to expand unless there are enough highly educated and qualified senior personnel, and unless the general level of all workers is raised there cannot be any meaningful expansion.

Considering the important role education plays in national development, post Independence African governments came to realize the need to provide school education for every child of school going age. Efforts were made to provide more educational facilities as quickly as possible. African governments were made aware of the importance of free and compulsory primary education by UNESCO in accordance with the 1948 Universal Declaration of human rights.

The 1961 Addis Ababa Conference of Heads of African States on Development also influenced the need for universal and compulsory basic education by 1980. According to Thomson (1981) the conference agreed that by 1980 some 30% of the primary school output should receive secondary education, 20% of the secondary level output should go on to attain a higher education. The expenditure on education was also to substantially step up to around 6% of national income by 1980. Ghana's attempt at universal primary education began in 1951 when Dr Kwame Nkrumah assumed office as the head

of government business. Indeed the entire Nkrumah period in Ghana witnessed an acceleration in educational development. In 1951 Nkrumah's government came up with the Accelerated Development Plan (A.D.P) of education. Its implementation began in January 1952.

The objectives of the plan as indicated by Graham (1976) was to help develop a balanced system of working towards universal primary education as rapidly as consideration of finance and teacher training allowed, and also maintaining at the same time proportionate facilities for further education for those who wanted to received it. By the education Act of October 1961, government made primary and middle schooling free and compulsory. There was an expansion in educational facilities at all levels, with corresponding increases in enrolment. For instance, according to Foster (1965) and Antwi (1992),within the period 1952 to 1957 primary and middle school places tripled, the building of technical institutes widened the field of technical education.

There was a considerable increase in the number of available places in training colleges and secondary schools.

Clearly, a country which is unable to develop the knowledge and skills of its people and use them effectively in the national economy will be unable to develop anything else.Kwamina(1975), asserts that the demand of any nation today is to organize education to produce the type thought to be required by modern society. The assertion therefore, that education is the key to the nation's development cannot be overemphasized.

In most nations it is strongly believed that the qualitative and quantitative expansion of educational opportunities hold the basic key to national development. African countries, and for that matter Ghana, consequently have great interests in the development of their educational systems. In this regard attempts have been made by successive governments in Ghana to provide increased access to education. For instance when the National Liberation Council government came to power in 1966, it appointed an education review committee to examine the problems arising from the programme of the notational research and make recommendations for improvements.

The review of the Committee's proposal covered a wide range of issues concerning education from primary to university levels. The committee's recommendations in the structure of education were largely endorsements of already existing policies. Thus, by the end of 1960s the structure and content of education in Ghana largely remained a heritage of the pre-independence era. Public desires for change reached a crescendo between 1972 and 1974, with the development of an elaborate programme for education from Kindergarten through primary and junior secondary schools. The implementation began on experimental bases.

In 1987, the Provisional National Defense Council (PNDC) restricted the educational system to provide nine years of basic education, six years of Primary followed by three years Junior Secondary Schooling for all children. The basic education was then to be followed by three years of Senior Secondary

and then three or four years of Tertiary education. One of the major intentions of the reforms was to provide increased access to education especially in the northern half of the country and other areas where intake was persistently low. This, it was claimed would be achieved by making basic education available to every Ghanaian child. It would also make senior secondary education available to 50% of junior secondary school leavers and promote tertiary education for 25% of the senior secondary school leavers. Furthermore, the reforms were designed to increase the relevance and efficiency of the educational system by expanding the curriculum of the junior secondary school to provide for academic, cultural, technical, vocational and commercial subjects. (Antwi, 1992).

In 1996, the National Democratic Congress government introduced the policy of Free, Compulsory Universal Basic Education. (fCUBE). This was a bold attempt by government, aimed at improving the quality of teaching and learning, improving access to basic education facilities, and encouraging private sector participation in improving management efficiency. Closely related to this was the recommendation on the report of the Education Review Committee headed by Prof J. Anamuah Mensah, which was accepted by the government. In the report the Committee recommended free compulsory basic education which even extended to the kindergarten.

The problems of student performances have been attributed to teachers leaving the service, with their wealth of pedagogical skills; knowledge and experience they have acquired over the years. This therefore has crippling

effect on the school system, which the authorities would have no alternative than to employ unqualified teachers, and there lies the danger. The discussion done so far gives an insight into how successive governments from Independence have demonstrated their recognition of the importance of education to national development, by pursuing policies and programmes aimed at making education accessible to all, and relevant to the social, industrial and technological development of the country.

Statement of the Problem

Measuring of academic performance of students is challenging since student performance is a product of socio-economic, psychological and environmental factors. Over the past 20 years, education in Ghana was grown as a profitable industry with the prime objective of maximizing the work force by attempting to deliver high quality education that produces well -educated, skilled, and good mannered students according to the needs and requirements of a dynamically growing market.

Surprisingly, these laudable programmes put in place by various governments seem not to have any significant impact on the performance of the basic school students in the Tamale Metropolis. The performance of students of Islamic schools in Tamale Metropolis is not encouraging. In the case of the Islamic Junior High Schools, the researcher intends to find out whether the low academic performance is due to home related or school related factors. The situation as it stands now, if not checked, will seriously undermine the socio-

economic development of our youth, and above all, the nation at large. There is therefore the need for a systematic and in-depth study to find out the major factors that affect the performance of students.

Purpose of the Study

The general purpose of this study is to find out the factors that affect student educational performance among the Junior High School students in Islamic Junior High Schools in the Tamale Metropolis.

The study attempts to unearth the effect of parents' background on educational performance of their ward, the effects of teachers' attitude towards teaching on educational performance, the effects of supervision on educational performance and how environment influence educational performance.

Research Questions

1. What home related factors affect the student's educational performance?
2. What teacher related factors affect the student's educational performance?
3. What School related factors affect the educational performance of the student in Tamale?
4. What cultural beliefs influence the educational performance of the student?

Significance of the Study

It is an undeniable fact that Northern Region lags behind in education. For this reason, the importance of the study into the factors affecting student performance in the Islamic Junior High Schools in the Tamale Metropolis cannot be underestimated. The findings of this study will be a tremendous benefit to the Tamale Metropolitan Assembly. The findings of the study will also be of importance to policy makers like the Ministry of Education and for that matter the government, to find solutions to the problems confronting Education in the country. The findings will also be useful to policy implementers like the Ghana Education Service and educationists, in the successful implementation of educational programmes. It will also contribute to existing knowledge.

The study is important in that in spite of efforts made by various governments in the country at increasing accessibility to education for all children of school going age the problems of low educational performance seems to be prevailing.

Delimitation

The problem of declining educational performance seems to assume a nationwide dimension. To this end the study should ideally have a national coverage. However, due to time, material and financial constraints, the research was delimited to the study of factors affecting the performance of the Islamic Junior High Schools in the Tamale metropolis and also to parents, students and teachers in the said schools. In spite of these constraints, it is hoped that the

findings from this study would be objective enough to be used as a basis for generalization.

Limitation

There are quite a number of Islamic Junior High Schools in Tamale Metropolis. The study should have covered all, but due to time, financial and other logistic constraints, and as the researcher is marrying the study with academic work, the study was limited to six Islamic Junior High Schools, in the Tamale Metropolis. This would however have effects in the findings as other Islamic school would have presented different views altogether.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter intends to review related literature on the students' performance. The review of related literature include theoretical framework and;

1. Parental back ground and student's educational performance
2. Teaching effectiveness and student's educational performance.
3. Role of supervision and student's performance.
4. Environmental influence on student's performance.

Social Capital Theory

According to Coleman (1988) the socio-economic status of parents has been found through studies by some schools to have influence on the educational attainment of their children. But he indicated that even though the outcomes of such findings are true the conclusion is too simplistic. Coleman contends that social capital is a more dominant factor in influencing educational attainments. He points out that, family background consists of three different components, thus financial capital, human capital and social capital. Financial capital, he indicates, is approximately measured by the family's wealth or income. It provides the physical resources that can aid achievement, a fixed

place in the home for studying, materials and so on. Human capital is approximately measured by parent education. This provides the potential for a cognitive environment for the child that aids learning. He explains social capital as the social interaction between parents and their children. It is also the quality of social interaction that the student is exposed to in the community, interactions that aid the student in his or her education. Social capital is inherent in the structure of relations that is, it does not lodge in the persons themselves or in the physical implements of the production.

Forms of Social Capital

Coleman (1988) identifies three forms of social capital. These are obligation and expectation, information channels and norms and effective sanctions. Coleman explains that, if “A” performs an activity for “B” and trust “B” to reciprocate in future, this establishes expectation in “A” and an obligation on the part of “B”. This implies that, for instance, parents provide their children with all their needs that can facilitate their academic performance and trust the children to work hard and succeed in future, then this established an expectation in the parents and an obligation on the part of the children to work hard and succeed. Coleman indicates that, one important form of social capital is the potential for information that inheres in social relations. Children can obtain information from their parents and other source to enhance their academic performance if there are social relations between them and their parents. For example, parents who are knowledgeable in a particular subject or

discipline can help his or her child to obtain information without the child necessarily going to obtain it from other source.

Here, Coleman's assertion is that, every community attaches importance to certain norms which determine the aspirations of the individuals and the community. Based on this, those who conform and those who go contrary to the norms are sanctioned differently. For instance, if within a community or collectively there is a prescriptive norm, then those who conform are rewarded while deviants are sanctioned. In such communities since rules and regulations are the same everywhere, children who find themselves within other families in the community are obliged to conform to the norms there. For instance, in communities where the norms put premium on education virtually all children there work hard in conformity with the norms. Children in such communities are likely to obtain high levels of education.

Social Capital in the Creation of Human Capital

Coleman (1988) also indicates that both social capital in the family and social capital in the community play roles in the creation of human capital in the rising generation. According to him social capital within the family is important for a child's intellectual development. For it is true that children are strongly affected by the human capital possessed by their parents. But this human capital may not be relevant to outcomes for children if parents are not important part of their children's lives, if their human capital is employed exclusively at work or elsewhere outside the home. The social capital of the family is the relations

between children and parents and, as well as other members who are part of the family. That is, if the human capital possessed by the parents is not complemented by social capital embodied in the family relations, it is irrelevant to the child's educational growth.

He states further that social capital within the family that gives the child access to the adults' human capital depends both on the family and the attention given by the adults to the child. The physical absence of adults would result in structural deficiency in family social capital. Example is the single-parent family. Even in the nuclear family if one or both parents work outside the home, it is structurally deficient because the parents are absent during the day and it is especially so if there are no grandparents, or aunts and uncles in or near the household.

Another issue related to the social capital within the family is that even if adults are physically present and there are no strong relations between children and parents it will result in lack of social capital within the family. In this situation, it means that children will not benefit from their parents' human capital because the social capital is missing. The effect of a lack of social capital within the family differs, resulting in deference educational outcomes for children. According to Coleman dropping out of school is one of the important effects.

The second issue is the social capital outside the family; Coleman asserts that the social capital that has value for a young person's development does not reside solely within the family. It can be found outside as well as in the

community consisting of the social relationship that exists among parents sharing common values.

Parental Background and Students Educational Performance

There is enough data from research on the effects of parents' socio-economic status on children's educational performance. Coleman, Hofler and Coleman et al (1998) were the first to carry out a research on school effects. Coleman and his colleagues in their study termed private and public schools found socio-economic status of the child's parents as a major factor in determining how well they do at school. They seemed to suggest that the black child from a ghetto community who attends classes in the ultra modern school premises has no prospect of high school attainment. Again, they found that the more academically effective schools, both private and public, had two characteristics in common. Their structure enabled them to impose discipline and they held high academic standards. They also found that in more effective schools discipline was not imposed, but on the whole accepted by the students as legitimate and worthy of commitment.

Peraita, Carlos, Pastor, and Margarita (2000) in their research to determine the primary school dropout in Spain and the influence of family background and labourmarket condition came out with the finding that, educational outcomes test scores, school attendance grade retention and dropout rates are more likely to come from low socio-economic status families. Also, dropout disproportionately high from racial ethnic minority groups. Further

results showed that the negative effect of the family income and social class on the primary school dropouts' decision was strong. Using a rationally representative sample, they found that family background strongly influence the propensity to dropout. The dropouts are more likely to come from families with a low socio-economic status.

Using the concept of financial capital, human capital and social capital, Chow and Henry (2000) attempted to disentangle the major factors which affected the academic performance of 368. Hong Kong immigrants' students, attending 26 different public schools in Toronto, Canada. The analysis indicated that the presence of father in Canada, high self rated socio-economic status; immigration to Canada being politically motivated and higher level of English proficiency were significantly and positively related to educational achievement.

Socialization of the family is said to be one of the factors that has influence on children's educational performance. Young (1997) points out that Japanese mothers are extremely proactive, stressing 'dos' far more than 'don'ts' while other Asian mothers are excellent examples of an educative parents because they exact control through reasoning rather than force. Japanese women also show their children how to do something and then expect the children to practice and cooperate with long hours of training. The child thus entered the classroom determined to achieve the ultimate.

Friedrich (1995) tried to find out whether it was true that despite the fact that the school and teachers effects are extremely important conditions out of the schools for instance (socialization of the family) hold the key to increasing

academic performance and educational achievements. He researched into Chinese, Japanese and Taiwanese children. In the first and fifth grades his findings were that children with secured attachment history, when compared to children with anxious histories, are more likely as toddlers to engage in purposeful behaviors, to be deeply involved in activities to be persisted and to show enthusiasm. Therefore toddlers and young pre- scholars with secured histories are more accepting of adult's suggestions for completing task. Toddlers with secured attention are also likely to engage in pretend play and are four times more likely to obey than disobey and tend not to destroy materials.

Banks (1997) explained that in Chinese families "Child control mean child training not child domination and training. (Chiao shun) means "teaching or educating" "which includes teaching the child how to behave and perform in school". These therefore show that, early socialization of the family is active and positive in increasing academic performance and above all educational attainment. Religious beliefs and practices in all societies are believed to have great impact on education. But Islam is usually associated with low enrollment of girls. The introduction of western type of education was seen to be associated with Christianity and therefore a strategy to annex or convert them and their wards in to Christianity.

According to KwamenaPoh (1975) formal education was introduced into northern region of Ghana by the Christian missionaries and that their aim was to use the school as a means to convert Muslim populace into Christianity. He purported that the primary schools were Christian oriented, hence Muslims

found themselves in an unholy alliance with the church, which sought to Christianize them and their children. Bening (1990) in his study on the development of education in the northern region of Ghana showed that Islamic influence tends to discourage the opening of more schools in this region. He observed that Muslim parents refused to send their children to school because they consider them to be Christian schools which used indirect means of converting their children into Christianity. According to Brock and Cannish (1991), some Muslim parents do not prefer education for their daughters with the impression that western education values and behaviors for girls are contrary to cultural norms. This can easily let their daughters become deviants to the cultural practices instilled in them.

Driessen, Van and Fans H. (2001) studied the relationship between the religious affiliation of Dutch parents in the Netherlands, the denomination of the schools attended by their children and the cognitive and non cognitive educational performance of their children. This research was carried out on the basis that there were of many educational systems as they currently exist in western Europe formed during the second half of the 19th and early 20th centuries. During this process, the religious and secular elites were the most important parties. The battle that raged at that time resulted in three educational systems. Within the first type, the state has complete control over education. The second type is characterized by national system of uniform regulations with the dominant religious group having a decisive say in the matter, although there is

space for other groups. Within the third type, different groups operate on an equal basis next to each other within a uniform set of rules.

The Netherlands Educational System is a clear example of the third type. Representative samples of nearly 8400 kindergarten pupils from 432 schools were studied. The results showed that there are differences in the socio-ethnic backgrounds of the parents with different religious affiliations and in the pupils' populations from different denomination schools. The differences stand out the most with respect to the proportion of ethnic minority children at the educational disadvantage. There is however much similarity in the distribution of socio-ethnic background across the largest categories of religious affiliation and school denomination. It was quite intriguing that there was no evidence for the idea that religious affiliation or domination contributes to the explanation of differences in cognitive or non cognitive results. Differences in the educational performances are clearly much more determined by socio-ethnic family background than religion and denomination which is in line with findings from a number of other Dutch studies. This can be seen in the case of Hindu and Islamic. According to Driessen et al (2001) Hindus and Muslims have very little education in the Netherlands, thus their educational disadvantage can probably best be understood in terms of social class.

White Book , Howes and Philips (1990) researched into the relationship between family structure and children performance in high schools on over thousand (1000) U.S high school students. Their results showed that children who lived with single parents or foster parents during adolescence received less

encouragement and less help in school work than children who lived with both natural parents and had parental involvement in their school work. According to them children from non-intact families reported lower educational expectations on the part of their parents, less monitoring of school work by mothers and fathers and less overall supervision of social activities than children from intact families.

An exception is the fact that children in single parent families spent significantly more time talking to their parents than children in two parents' families. They also found changes in the family structure which was associated with decline in the quality of parental involvement. High educational aspirations of parents were associated with high aspirations of children because parents transmit their aspirations to their children through hopeful participation, supervision and closeness.

Mulkey Crain and Harrington (1992), point out that high dropout rate from high school of children from one parent is also explained in part, by the early incidence of intercourse, marriage and pregnancy among these children, along with difficulties in the relationships with the opposite sex. Mulkey et al (1992) further indicate that psychological problems including their behavior and suspension from schools cause high dropout. Wilson and Herrnstein (1985) point out that the year following divorce, children become more defensive, disobedient, aggressive, more demanding and less affectionate. There is also more delinquency in father absent homes than in other types of families. This is because youngsters who live with both natural parents are less susceptible to

pressure from their friends to engage in more deviant behavior than those who live either with one parent families or in recon structured families.

Teaching Effectiveness and Students Performance

The United States Department of Health and Welfare in a research report submitted that teachers represent an indispensable human resource. Indeed, the single most important element in the school system, more important than the quality of equipment and materials or the level of financing. To give credence to this assertion, Hallak (1977) emphasized that the quality of the educational system depends on the quality of teachers.

Heyneman and Loxley (1983) found significant effects of teacher's school attainment and pupil's performance in an independent work in ten other countries, which revealed significant effects. Twenty two out of 31 studies have found a significant achievement effect from teacher's general university or specific teacher training. Sadker and Sadker (1997) believe that good teachers must be more managers; they have to be good manipulators of academic content and instructions. They see effective teaching as the impartation of knowledge that helps students to learn and achieve desired goals. In their view, good teaching skills enhance student achievement. As a result they looked at how time is spent in the classroom and divided it into three categories.

- a. Allocated time, that is the time scheduled for the class. For instance, 35 minutes per period at the Junior High school.

- b. Engagement time, this refers to that part of the allocated time in which students are actively involved in classroom activities like listening to the teacher, participating in class or group discussion and solving problems.
- c. Academic teaching time, which to them ensures a high rate of success. They affirm that students should get high marks when working with a teacher who helps in correcting their mistakes.

Of the three categories mentioned above, Sadker and Sadker (1997) consider academic time to be the best, for “how effectively teachers provide for and manage academic learning time in their classrooms is the key factor in determining students achievement” (p42). Clark and Cutler (1990) see good teaching as a life long process. To them good teachers show characteristics that go far beyond the ability to produce academic learning. These are selflessness, adaptability and sense of proportion. They consider the following characteristics as equally important for good teaching, commitment to teaching life long quest for knowledge, respect for students, ability and willingness to accept responsibility, open mindedness and constantly reflecting on one’s teaching. Busia (1968) has it that, “A teacher who does not possess the adequate academic and professional qualification would undoubtedly have a negative effect on the teaching of his pupils or students” (p, 61).

Ainscow (1991) also regarded the effective teacher as having a positive attitude to his classes’ and who shows interest in the children as individuals. He further stressed that the “organization of trips, visits at lunch time or after school

clubs also contribute to a positive ethos” (p73). Arends (1991) indicate that, effective teaching is about individuals who are academically able to care about children and youth and who can produce a result, mainly student’s academic achievement and social learning on the part of students. He however says that, the above attributes are insufficient without;

- i. Knowledge base to guide the art of teaching.
- ii. Attitude and skills that the teacher needs for reflection and tackling problems.
- iii. A repertoire of best practices and
- iv. Taking teaching as life-long process.

The Role of Supervision in Children Educational Performance

Schools that are better managed have an effective internal supervision scheme. Maiden, Ogawa & Kranz (1990) have stated that effective management of schools show positive effects of students’ performance. This includes improved test score and passes rates which change patterns of achievement expectation. Various experts who have made a number of assumptions and enunciated several principles regarding instructional supervision have defined the concept in several ways. Some of these principles and assumptions, which the researcher hope would be useful for this research work are discussed.

Supervision of instruction conjures up evil images in the minds of many teachers. They view supervision as a poorly implemented means to evaluate them. They see it as a subjective threat to their welfare, something totally

divorced from the concept of growth and professional development. Although there are undoubtedly many instances of well-received supervisory practice a common response of teachers to supervision might be of suspicion. Mosher and Purple (1992) contended that “the most wide spread attitude of supervision is probably suspicion-suspicion that supervision is at best inefficient and at worst a harmful form of interference with the work of the teacher” (p2).

Supervision has often been equated with evaluation and teachers see evaluation as threatening, particularly when the criteria for evaluation is vague. Evaluation was thought of as testing when pupil learning was concerned and as rating when teacher effectiveness was in question. The simple old-fashioned concept of evaluation continue to come into prominence in the literature and practice from time to time .However, the best practice and research and development activities are all moving slowly but persistently in the direction of viewing evaluation as a way of systematically gathering evidence on instruction about related events and analyzing this data in ways specifically designed to illuminate decision making for improving instruction.

Supervision and Administration

Glickman et al (1995) asserted that supervision is the glue that holds the school discrete elements of instruction together. He pointed out that “supervision is the function that draws together the discrete elements of instructional effectiveness into whole school action “(p 5). Glickman ,et al further explained that supervision is thought of as a process by which a person

or group of people is made responsible for providing a line between individual teacher needs and organizational goals so that individual within the school can work in harmony towards their vision of what school should be”(p 6).Supervision seen in this position is developmental focused, designed to enhance instructional and curriculum primarily as a result of feedback based on classroom observation.

Supervision and administration are often seen as performing the same function. Ayar(1954) pointed out that it is difficult to distinguish sharply between supervision and administration .Eye and Netzer (1965)contended, “supervision is that phase of school administration which deals primarily with the assessment and achievement of the appropriate selected instructional expectation of the educational service”(p8).The position of Eye and Netzer was enhanced by Good (1945) when he noted that supervision could be seen as all efforts of designated school officials towards providing leadership to teachers and other educational workers in the improvement of instructions in the classroom. Neagley and Evans (1970)perceived education administration as the “comprehensive generic category which includes supervision as one of the major function”(p 5).If the primary aim of an act is the improvement of the teaching and learning situation then that act may well be considered as supervisory. Thus supervision of schools lies in the domains of administration and part of the functions of the administrator is to supervise ,if his or her establishment is to be efficient.

Within the administrative domain, supervision can also be seen as control. Rue and Byars (1990) also stated that supervision is about control. Further, they said “supervision is the first level of management in the organization and is concerned with encouraging the members of that work unit to contribute positively towards accomplishing the organizational goals and objectives” (p6). Sergiovanni and Starrant (1993) agreed that supervision is about control” (p10). What makes the difference is how control is expressed in schools. The wrong kind of control can cause problems and lead to negative consequences despite the best of intentions. The issue raised in the above discussion has important implications for the smooth running of the basic schools.

School-Based Supervision

The Basic Education Structure Improvement Programme (BESIP) requires that the management and supervision of the basic schools should be joint responsibility of the school administration, on one hand and other stakeholders; namely PTA and School Management Committees on the other hand. This is to ensure quality teaching and learning in the schools. School-based management is a form of decentralization that identifies that individual school as the primary unit of improvement relies on the redistribution of decision making authority as the primary means through which the improvement might be stimulated and sustained.(Malen, Ogawa and Kranz,1990-p. 20)

The GES places much emphasis on the internal supervision of which the head teacher is the agent. BESIP stresses that, “strengthening supervisory capability will reduce absenteeism among teachers and pupils and will ensure compliance to quality on instructional time” (p 32). The head teacher is directly responsible for the co-ordination of all activities that go into teaching and learning in the school. As stated by Atakpa and Ankomah (1998), the important factors relating to the quality of learning are the complex interactions of students with his family, his peers, the teachers, and the head of the school. What the student actually learns and grabs is determined by the enabling environment created for him by the school to interact with his teachers and learning material (p2). The head teacher, therefore has to co-ordinate all these activities in order to make learning meaningful to the child. To succeed in this task, the head teacher requires strong and purposeful leadership. The function of the leadership according to Sallis (1996) “is to enhance the quality of learning and to support the staff who deliver it”. (P77). The head teacher has been conceptualized as an individual whose primary role is the improvement of instruction and the curriculum through individual and group assistance to teachers. Mosher and Purple (1992) called the head teacher “specialized practitioner, a curriculum and instructional leader within the school” (p9). Harris (1963) also stated that the head teacher must concern himself with helping teachers with planning, selection of strategies and resources and evaluation for quality improvement.

Abossi & Brookman Amissah (1992) observed that the administrative task of the headmaster or headmistress is to ensure that time tables, course content,

syllabus and textbooks are available in the institution. The head is also to supply teaching and learning material such as pieces of chalk, dusters and note books for lesson plans which constitute the tools for the work.

Abossi et al (1992) again noted that a good head makes sure that examination questions set by his /her teachers has content, construction as well as face validities. This is because the aim of the appraisal is to find out whether there are any weakness to be corrected in the teaching and learning process in the school. Heads have to ensure that students 'performances in test; quizzes, class exercise and examination are kept and recorded in their record cards for their parents.

They indicated that the head of an institution should provide class attendance books or registers to be used to check both teachers and students attendance to class. Regular attendance of teachers and students to classes are positive demands if students are to perform well.

Ivancevich (1998) noted that all jobs involve some aspect of performance, which needs to be measured. In order to measure the performance of a worker, a supervisor /head has to observe the worker on the job over a remarkable period of time.

Ivancevich (1998) suggested a number of method for measuring performance, amongst them are;

- i. Immediate supervision carried out by the person who is to observe actual performance in relationship with the goals of the school and the community.

- ii. Self –appraisal which have the advantage of improving the worker’s motivation and reducing defensiveness.

Jacobson, Logsdon & Wingman, (1973) in contributing to supervision noted that, the head is the instructional leader in every institution.

In achieving total quality teaching in the school, the head teacher needs to plan his supervisory programme. Strategic planning as Sallis (1996) put it, “enables the formation of long –term priorities and it enables institutional change to be tackled in a rational manner” (P105).In order to plan wisely, the head teacher needs to survey carefully the institutional situations as it is. He may decide that fundamental changes are needed in school organization, staff utilization, evaluative procedure, etc.The headmaster may wish to involve the school in better methods of instructions through writing performance –based objectives.

Effective school management requires the use and care of supplies and equipment and school community support and interaction. Teaching resources and materials,use of instructional time,teaching methods, practice time,assignments and home work for students, assignments and feedback are most crucial to school management .The G.E.S head teacher’s handbook identified the following as some of the major concerns;

- i. Management of instructional time
- ii. Management of staff

Management of Instructional Time

Instructional time refers to the time allocated for teaching and learning with the formal school system. Head teacher has to follow closely what the teachers and pupils do in the classroom and also check that the teachers prepare adequately for their lessons, teach properly and manage their classes well. Walkin (1991) pointed out that the teacher's lessons should be structured so as to provide a variety of activities to both teacher and students. This means that the teachers should set goals aimed at making learning intrinsically rewarding to the students and the lesson should include means of providing feedback and knowledge of results to all concerned.

Management of Staff

Management of staff entails such things as the involvement of teachers and pupils in the administration of the school. This is a major pre-requisite for school effectiveness. The first order of business for a supervisor is to build the staff into a team. In order to build school instructions, the head teacher has to work with staff to create a professional togetherness. Glickman et al (1995) look at successful schools "as those characterized by teachers who enjoy working with each other as they accomplish school task" (P42). The head teacher can achieve the togetherness of his staff by organizing in-service training session for his teachers as well as holding staff meeting regularly. In addition, the head should establish a good working relationship between himself

and his teachers. Sergiovanni and Starrant (1993) called this environment “healthy”

(p 84).

Evaluation of the Supervisory Process

From the point of Sergiovanni and Starrant (1993) supervisory evaluation of programme effectiveness is exercised with teachers as they seek practical ways to improve the programme taught. Programme evaluation activity is not extrinsic to instruction but is intrinsically involved with instructional improvement. The school inspector; the objective of inspection to many people is to help schools come out of their problems especially, in the areas of academic work.

Okumbe (1998) observed that the function of the inspector was formally judicial rather than being executive. There was no room for teachers to function independently if even they knew what could help their students to perform better academically. The teachers reacted to these judicial measures by subjecting their pupils to the “chew –poor –pass and forget” method of learning, which had very little ability of transferability and retention. The judgment function of the schools inspector has now changed.

Supervision has much to do with educational leadership. Taylor (as cited by Atta et al 2000) state that man by nature is lazy and therefore needed strict supervision by the manager in order to get him do the work he has been assigned to. Atta et al (2000) observed that supervision is of great importance in

educational administration. This is because of its far reaching effects on the achievement of school programs, objectives and the attainment of educational goal.

Okumbe (1998) considered supervision of today as the dimension of educational administration, which is concerned with improving institutional effectiveness. To Okumbe supervision evolved from the realization that we accomplish very little alone and that we can not accomplish much by grouping people together without a leader. The diverse, often disorganized efforts of individuals need to be directed and channeled into purposeful stream of productivity to achieve the common objective. In this regard the objective of supervision in schools is the channeling of teachers work towards better academic attainment of students.

In both Atta et al, (2000) and Okumbe (1998) the main purpose of schools is to prepare students to achieve better academic laurels. In the course of students' preparation by teachers, the headmaster, assistant headmaster and school inspectors become involved in the supervision.

Learning Environment and Student Performance

Obemeata (1995) and Owoeye (2000) provide excellent evidence to back up the claim that physical structure is significantly related to school academic performance. The researchers maintained that efforts should be made to renovate the dilapidated school buildings in the country. While some educationists have argued that where a child is taught and where he learns do not

matter as against what is taught, some others contend that unless school conditions are attractive pupils will not be motivated to learn.

Ornstein and Levine (1993), indicate that educators are very much concerned with “the workings and influence of the peer group and associated characteristics of student culture within the school” (p. 333).

They end with an appeal to teachers to take into account the fact that peer relationships have a strong influence on what occurs in the school and the classroom. Arends (1991) states that the general consensus has been that environment “characterized by mutual respect, high standard and a caring attitude are more conducive to student’s persistence than other environments” (p. 103). Arends continues that the influence in the classroom does not always flow from the teachers but students, they do influence each other and can even influence the behavior of their teachers. He indicates that many students conform to peer group norms some of which are in contradiction to those held by educators and teachers. He again states that students do influence the behavior of their teachers. Thus according to him “behavior in the classrooms is bi-directional, that is behaviors of the participants are influenced not only by what the teacher does but also what students do”. (p 107). He again states that where there is an enabling environment where students have a positive perception of themselves and their peers and where they have satisfaction for their individual needs they persist in academic task and work co-operatively with the teacher to meet the demands of classrooms life.

To Arends (1991) the way teachers handle their classes are important factors and influence the way classes develop and the norms which they establish for social and academic work. This he sees as important function of teachers; “providing leadership is a critical executive function performed by teachers” (p107).

McClelland (1961) indicates that the environment has great “pull” on the individual. If it is stimulating it motivates him to attain high level of achievement. On the other hand, if the environment is not challenging enough, any individual within the community will have a low level of achievement and motivation. According to Downey and Kelley (1975) the performance of students is invariably affected by the attitude put up by teachers and their peers. They maintained that students are affected positively or negatively depending on whether they are favorably or unfavorably perceived by their teachers and peers.

Summary

The review so far has shown that several factors affect the child performance in school. The review centered on students attitudes towards learning, parental background, teaching effectiveness, supervision and environmental influence. These would serve as cardinal point to this research. This research would find out if for sure some or all of the literature reviewed so far exist in Islamic Junior High Schools in the Tamale Metropolis and to what extent they are being managed to bring about good performance in the schools.

CHAPTER THREE

METHODOLOGY

This chapter focuses on the methods adopted in conducting the study on factors affecting student's performance in Islamic Junior High Schools.

The chapter focuses on research design, population, sample/sample selection, instrument, data collection procedure and data analysis procedure.

Research Design

The researcher used the descriptive sample survey adopting quantitative research for the study. This involves the collection of data which helped to answer questions about what is happening so far as the subjects of the study are concerned. The descriptive survey basically inquires into the status quo; it attempts to measure what exists with respect to variable or conditions in a situation (Ary et al, 1990). According to Creswell (2003) a descriptive survey basically inquires into a status quo. It is preferred because of the economy of the design and the rapid turn around in data collection. It is easy to identify attributes of a large population from small groups of individuals. On the other hand, in using the descriptive survey design, there is difficulty ensuring that the items designed are clear and not misleading.

Population

The population for the study consist of all teachers, students in the 20 Islamic Junior High Schools in Tamale and parents who live in Tamale and whose children attend Islamic Junior High Schools in the Tamale metropolis.

Sample

The sample population centered on teachers, parents and students in six Islamic Junior High Schools selected through the simple random technique out of the 20 Islamic Junior High Schools in the Tamale Metropolis.

The researcher numbered the schools serially and wrote the serial numbers on pieces of paper, folded and put in a container. Six of the folded papers were picked one after the other without replacement. This made the sample for the study more objective and representative.

Selection of Students

A total number of 50 Junior High School students were picked for the study from the six junior high schools selected. The population of each school was considered before the selection of students from that school. The serial numbers of the attendance registers of students were collected and the stratified sampling procedure used in selecting students for the study. The serial numbers were written on pieces of papers and picked randomly from a container to select students in each school for the study. Nine students each were selected from

Nahada, Wataniya, Maahad- Taahilia andUlum-Dimiyat Junior High School while seven students each were selected from Sobriya and Saqaf.

Selection of Teachers

A total of 30 teachers of the selected schools were used for the study. Five (5) teachers were randomly selected from each of the six (6) schools.

Selection of Parents

The investigator selected 50 parents whose children were selected as respondents for the study in the six Islamic Junior High Schools in the Tamale Metropolis. With this each child was represented by either a father or a mother. The purpose was to compare the responses and make the study valid and dependable. The purposive sampling procedure was used.

The Research Instrument

Questionnaire method was used for data collection. The questions were clear and unambiguous and also easy forrespondents to understand and respond accurately. The questionnaire was used because it is a stable, constant and uniform way of measuring without variation.

Kerlinger (1973) stated that the questionnaire is widely used for collecting data in educational research because it is effective for securing factual information about practices and conditions and for enquiring into the opinions and attitudes of subjects.

Pilot Testing

The pretest was conducted to test the accuracy and acceptability of the questionnaire used in the study. The questionnaire was tried on 20 respondents including 10 students, 5 teachers and 5 parents in a particular Islamic Junior High School.

The purposive sampling procedure was used in selecting the students, parents or guardians since the research is intended to send questionnaires to only parents/guardians of the students who participated in the study. But the random sampling procedure was used to select teachers and students for the study. The school used for the pre-testing was not used for the final study. This was to ensure that there were no influences on the final study and also to testify the validity of some of the items in the questionnaire.

Data Collection Procedure

After seeking permission from the heads of the schools, the questionnaires of both teachers and students were personally delivered to them by the researcher in their various schools. The student respondents of each of the six selected schools were put together with the help of some teachers. The purpose of the study was explained to students by the researcher, after which the questionnaires were given out. The items in the questionnaire were explained to the students before they filled the forms. The essence for this was to make sure that the respondents understood the questions before answering them. To ensure

100% return rate, the researcher collected back the questionnaires on the same day.

The investigator used this same procedure on the teachers. However, teachers were free to sit where ever they wanted in the school to answer the questionnaires and returned them there after. The researcher collected back the questionnaires on the same day as that of the students.

With regard to parents, the heads of the schools introduced the researcher to parents at P. T. A meetings where the purpose of the study was explained and permission sought from the heads to use parents of the students who were selected as the respondents of the study. The researcher collected back all questionnaires given out.

Data Analysis

The questionnaires were put into three different types. There was one set for students, another set for teachers and third one for parents. There were two sections thus, A and B for each questionnaire of which respondents answered all questions. Alternatives were provided for respondents to choose from, in responding to some of the items. Other items were opened where respondents were expected to provide their own answers. After receiving the responses the researcher edited and coded the responses. The initial stage of the scoring involves descriptive statistics such as percentages. The format of the Statistical Package for the Social Sciences (SPSS) was used to analyze and processed the data collected. The responses were quantified and coded on broad summary to facilitate easy loading into the computer. The data was statistically analyzed

using descriptive statistics. Percentages were calculated and tables constructed to simplify the analysis.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter deals with the analysis of the data collected and the discussion of the research. The analysis of the study was based on factors affecting the performance of the Islamic Junior High School students in the Tamale Metropolis.

The results of the study are presented under the following headings:

1. What home related factors affect the child educational performance?
2. What teacher related factors affect the child educational performance?
3. What School related factors affect the educational performance of the child in Tamale?
4. What do cultural beliefs influence the educational performance of the child?

The data of the study are computed, processed and converted into figures and percentages that could be quantified and the findings analyzed. In this case, the entries for the tables that the researcher needed in order to draw conclusions were obtained. Frequency and percentage distributions were used as a technique in the analysis.

Demographic Characteristics Of Respondents

It is very essential to consider the biographic data of respondents since among other things such information assists in determining the extent to which data they provide could be relied upon. Again, it is worth noting that such information also helps in knowing off hand the type of respondents who were involved in the study.

Gender Distribution of Respondents

The study sought to find out the gender distribution of respondents. On the whole it was established that male respondents dominated with 66.2% while the female respondents were 33.8%. This would however be seen at a glance in table 1.

Table 1

Gender Distribution of Respondents

Gender	Teacher	Parents	Students	Total	%
Male	23	33	30	86	66.2
Female	7	17	20	44	33.8
Total	30	50	50	130	100

Age Distribution of Respondents

Responses of students are indicated in years. Student's responses indicated clearly that, their age distribution is between 13 and 17 years inclusive. This is shown in Table 2.

Table 2: Age Distribution of Students

Sex of Respondents	Age of Respondents				Total	%
	13yrs	14yrs	16yrs	17yrs		
Male	1	7	10	12	30	60
Female	1	4	8	7	20	40
Total	2	11	18	19	50	100

The results of the responses of teachers clearly showed that their age distribution is between 24 and 46 years inclusive. This can easily be seen in Table 3.

Table 3:Age Distribution of Teachers

Respondents	Age Distribution					Total	%
	26-30yrs	31-35yrs	36-40yrs	41-45yrs	46+yrs		
Male	4	6	9	1	3	23	76.6
Female	5	2	0	0	0	7	23.4
Totals	9	8	9	1	3	30	100

The outcome of the responses of parents indicated clearly that, their age is between 30 and 50 years inclusive. Parents were asked to indicate their ages by ticking this is shown in Table 4.

Table 4:Age Distribution of Parents

Respondents	Age Distribution					Total	%
	30-34yrs	35-39yrs	40-44yrs	45-49yrs	50+yrs		
Male	8	5	5	5	9	32	64
Female	6	3	3	2	4	18	36
Total	14	8	8	7	13	50	100

Marital Status of Teachers and Parents

The marital status of both parents and teachers is an important indicator that determine to a large extent the love and psychological support the pupils enjoy from both parents and teachers for their total development.

Table 5 indicates the marital status for both teachers and parents. Seventy-six percent (76%) of parents were found to be married whiles eighty percent (80%) of the teachers were also married. Teachers were asked about their marital status. The results are shown in Table 5.

Table 5: Marital Status of Teachers

Respondents	Teachers (freq)	%
Single	6	20
Married	24	80
Separated	-	-
Widow/Widower	-	-
Total	30	100

Parents were asked about their marital status, their responses are shown in Table 6.

Table 6: Marital Status of Parents

Respondents	Parents (freq)	%
Single	7	14
Married	38	76
Separated	2	4
Widow/Widower	3	6
Total	50	100

What Home Related Factors Affects the Student’s Educational Performance?

Educational Background of Parents/Guardians (Home related factor)

The strongest variable accounting for students’ performance is parents’ socio-economic status. The indicators of socio-economic status are educational and income levels. It is obvious to note that the socio-economic achievement of parents in this direction indicate the level of financial, material and psychological support the pupils receive from parents. This support is in the form of the provision of school materials, clothing, health and other educational needs.

Table 7 indicates that 46% of the parents had no formal education, 42% had primary to secondary education and only 12% had teacher training and tertiary education. This clearly indicated that 88% of the parents were in the

low socio-economic class whilst the other 12% was in the middle and high socio-economic class. From the investigation it was observed that, parents in the low socio-economic class were prepared to sacrifice their modest earning to support their wards' education.

To support this findings Pereira, Carlos, Pastor and Margarita (2000) in their research to determine the primary school dropout rate in Spain and the influence of family background and labour market condition came out with the finding that educational outcomes, test scores, school attendance, grade ration and dropout rates are more likely to come from low socio-economic status families. A question was posed to parents or guardians to find out their educational achievement levels. The outcome in shown in Table 7.

Table 7: Educational Background of Parents/Guardians (Home Related Factor)

Educational Level	Socio-Economic	No. Of Parents	%
No formal education	Low	23	46
Primary level	Low	3	6
Middle	Low	14	28
Secondary	Low	4	8
Teacher Training	Middle	2	4
Tertiary	High	4	8
Total		50	100

Family Size (Home Related Factor)

It is an undeniable fact that, family size affects student's performance in the school. This happens as a result of children who lived with single parents or foster parents during adolescence. They received less encouragement and less help in school work than children who lived with natural parents and had parental involvement in their school work. The study showed 66% of the students lived with both parents, while 34% of the students lived with other people. As family size affect students performance, a question was asked to know who students live with and the responses are indicated in Table 8.

Table 8:Family size (Home Related Factor)

Living With	Number Of Students	Percentage (%)
Both parents	33	66
Father and step mother	7	14
Others	10	20
Total	50	100

What Teacher Related Factors Affect the Student's Educational Performance?

Professional Qualification of Teachers (Teacher Related Factor)

The professional competence of teachers is important, as that will determine to a large extent the quality of tuition and psychological support the pupils would obtain from their teachers. Heyneman and Loxley (1983) found significant effects of teachers' school attainment and pupils' performance in an independent work in ten other countries, which revealed significant effects. Twenty-two out of the thirty-one studies have found a significant achievement effect from teachers' general university or specific teacher training. Table 9 shows professional qualifications of teachers. Forty percent of the teachers were found to be Cert 'A' 3 years, thirty-three percent were Diploma holders, twenty-three percent Degree holders and one percent being Specialist certificate holder. Professional qualification of teachers was sought for. This can be seen in Table 9.

Table 9: Professional Qualification of Teachers (Teacher Related Factor)

Category Of Teachers	Frequency	Percentage
Cert. 'A' 3 yr.	12	40.0
Diploma	10	33.3
Degree	7	23.3
Specialist Certificate	1	3.3
Total	30	100.0

Teachers Attitude towards Teaching (Teacher Related Factor)

Teacher's positive attitude towards teaching would automatically impact positively to pupil's academic performance. Ainscow (1991) regarded the effective teacher as having a positive attitude to his classes and who shows interest in the children as individuals. The responses of the students in Table 10 indicates 94% of teacher's attitude to be excellent and very good and only 6% is good and fair. Students were asked to indicate the attitude of teachers towards teaching. Their responses are shown in Table 10.

Table 10: Teachers Attitude towards Teaching (Teacher Related Factor)

Responses	Frequency	Percentage
Excellent	41	82.0
Very Good	6	12.0
Good	2	4.0
Fair	1	2.0
Total	50	100.0

Giving Of Exercises, Marking and Correction (Teacher Related Factor)

A question was posed to find out whether enough exercises were given by teachers, marked and students made to do their corrections.

This is one way of supervising pupils work, of which if properly done contribute to the academic performance of the pupils. Table 11 indicates that 60% of teachers give students exercises while 40% of the teachers do not give exercises.

The students were asked on whether teachers give exercises and marked them promptly. Student responses are shown in Table 11.

Table 11: Giving Of Exercises, Marking and Correction (Teacher Related Factor)

Responses	Frequency	Percentage
Yes	30	60
No	20	40
Total	50	100

What School Related Factors Affect Educational Performance of the Student's?

Supervision by the Headteacher (School Related Factor)

Supervision is said to be that phase of school administration which deals primarily with the assessment and achievement of the appropriate selected

instructional expectation of the educational service. The question was posed to find out the role headteachers play in the schools. Good (1945) noted that supervision could be seen as all efforts of designated school officials towards providing leadership to teachers and other educational workers in the improvement of instructions in the classroom.

Out of 50 students 24% indicated that the heads always stayed in office when in school, 74% of the heads walked around to supervise teachers and 2% left the school a few minutes after they have reported to school.

Students were asked on how headteachers supervise their teacher. The results got from students are shown in Table 12.

Table 12:Supervision by the Headteacher (School Related Factor)

Students Response on Headteacher Supervision	Frequency	Percent
Stay in office	12	24.0
Walk around to supervise teacher	37	74.0
Leave the school a few minutes after reporting	1	2.0
Total	50	100.0

Effects of Supervision on the Teacher (School Related Factor)

Supervision plays a major role in quality education. In this wise the question was asked to solicit teacher's views of the effects of supervision on teachers. Out of the 30 teachers, 23 teachers (76.6%) responded very true and true to mean that supervision plays a major role in quality education. While 7 teachers representing (23.3%) responded not true to mean that supervision is not necessary in the delivery of quality education.

A question was asked to solicit teachers views of the effects of supervision. The outcome is shown in Table 13.

Table 13: Responses of Teachers on Effects of Supervision (School Related Factor)

Responses	Frequency	Percent
Very true	10	33.3
True	13	43.3
Not true	7	23.3
Total	30	100.0

Parent Teacher Association (School Related Factor)

Effective Parent Teacher Associations contribute their quota to the supervision of the schools which in turn determine the academic performance of

the school. As to whether P. T. A. exists in the Islamic Junior High Schools and how effective they are: the responses are that they exist but not effective because their existence is not felt. Out of 30 teachers who responded to this question, 29 teachers (96.7%) recognized the existence of P. T. A. in the schools but added that the said Associations are very dormant. While 1 teacher (3.3%) did not even recognize the existence of such Associations in the schools. Teachers were asked on the existence of P. T. A's in their various schools. The responses they gave are shown in Table 14.

Table 14: Responses of Teachers on the Existences of P. T. A's in the School (School Related Factor)

Existence of P. T. A.	Frequency	Percent
Yes	29	96.7
No	1	3.3
Total	30	100

Distance from Home to School (School Related Factor)

Distance from home to school is a determinant factor to pupil's performance. The question sought to find out how far were student's homes to school. As high as 60% of the student's stay far away from the schools, whilst 40% of the students stay close to the school. It was realized that, those who stay

far way from the schools had negative impact on their performances in the schools.

Students were asked to indicate the distance they walk to school and back. This is shown in Table 15.

Table 15:Distance from home to school (School Related Factor)

Responses	Distance from home to school	Frequency	Percentage
How far is	Not far	12	40.0
your home to	Far	12	40.0
school	Very far	6	20
Total		30	100

What Cultural Beliefs Influence the Educational Performance of the Student?

Location of Schools (Cultural Influence/Practice)

Learning is said to take place in a quiet and conducive environment. The environment of schools are important as they determine to a large extent the sort of environment pupils will find themselves for learning to take place. Table 16 shows that out of 30 teachers interviewed 2 teachers (6.7%) schools werelocated

near market, 3 (10%) near lorry station, 24 (80%) within the community and 1 (3.3%) out skirts of town.

Teachers were asked to indicate the location of their schools. The results are shown in Table 16.

Table 16: Location of School (Cultural Influence/Practice Related Factor)

Responses	Location of School	Frequency	Percent
Location of school	Near market	2	6.7
	Near lorry station	3	10
	Within the community	24	80
	Out skirts	1	3.3
Total		30	100.0

Home Environment (Cultural influence/practice Related Factor)

Conducive home environment is very crucial if pupils are to continue their studies at home. This, in effect means that pupils need peace of mind at home to continue with school work if they are to improve on their performance. However, children whose home background are chaotic may have their ability to concentrate on academic task at home crippled. It can be noticed from Table 17 that 42% of the pupils had homes environment that enhanced their learning process and as many as 58% of the pupils engaged in household chores.

Table 17:Engagement of Students in Household Chores (cultural Influence/Practice Related Factor)

Responses		Total no. of parents	of Responses	percent
Pupils Engagement in house hold chores				
Yes	50		29	58%
No	50		21	42%
Total		100	50	100%

Likewise, it can be noticed from Table 18 that as high as 78% of the pupils were engaged in economic activities, whereas only 22% of the pupils were encouraged by their parents/relatives in their studies.

Table 18:Engagement of Students in Economic Activities (Cultural Influence/Practice Related Factor)

Responses		Total no. of parents	of Responses	percent
Pupils engagement in economic activities				
Yes	50		39	78%
No	50		11	22%
Total		100	50	100%

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The obvious aim of this research was to find out some of the factors affecting the performance of the Islamic Junior High School students in the Tamale Metropolis. The study sought to unearth responses to the following questions:-

1. What home related factors affect the child's educational performance?
2. What teacher related factors affect the child's educational performance?
3. What School related factors affect the educational performance of the child in Tamale?
4. What cultural beliefs influence the educational performance of the child?

The research was conducted in Tamale. Out of twenty (20) Islamic Junior High Schools in the Tamale Metropolis, six Islamic Junior High Schools were randomly selected from six communities for the study. The communities were namely: Dohinayili, Aboabo, Choggu low cost, Jakarayili, Kobilimahigu and OldCemetery.

The researcher adapted questionnaires and interview schedules generated from the literature review. These were administered to a randomly and purposively

sampled population of one hundred and thirty (130). The questionnaires were randomly distributed to fifty (50) students from the six schools. The interview schedule was distributed to a purposively sampled population of fifty (50)parents and thirty (30) teachers. This was done to assist corroborate or negate the responses of the students in the questionnaires.

The data analysis was done concurrently with the data collection to afford the researcher the opportunity to clarify certain responses and ascertain their reliability. All frequencies and percentages were calculated and descriptive statistics was used to describe the data.

Major findings

1. Parents' religious affiliation has no influence on the educational achievement of their children.
2. Parents and Guardians' educational attainment pose a challenge to their wards' academic work.
3. Truancy among students is a major problem that affects students performance.
4. Child labour is prevalent in these communities and it affects students performance.
5. Most parents do not care to enquire about their wards' performance in school.
6. Poverty is prevalent. Most parents find it difficult to provide their children with basic materials like uniforms, exercise books, text books and other study materials.

7. Parents and their wards are very much aware of the benefits to be derived from education.
8. Students own view of academic ability and encouragement from friends and teachers influence their educational achievement.
9. Most children belong to large families and in some cases single parent homes.

Conclusion

Educational authorities and teachers must be able to investigate and identify the unique situations pupils come from so that they will be in better position to help solve their problems which may be psychological or emotional problems.

The findings showed that, religious affiliation of parents has no influence on the educational achievement of their children. This is an improvement over Muslims lukewarm attitudes towards sending their girl – child to school in the past due to their religious beliefs. Parents and guardians' educational attainment pose a challenge to their wards' academic performance. This happens because parents do not see the need to provide basic materials for their wards' schooling and lack of capabilities to assist children back at home. Parents and guardians should be advised through Parent Teacher Associations to provide children with their basic needs, if possible get enlightened persons to be helping children back at home.

Truancy among students is a major problem in the schools. In this case rather than seeing everybody as one, educational authorities and their teaching staff should work with the youth and their parents or guardians in a manner to assure them that there is care, love and security out of which they can operate effectively in the school system. School authorities and their teachers must know that they are the second parents in the school. They should do well to set good examples by being friendly tolerant and accepting all. This should be possible for children who may be going through some challenges in the homes to see better characters and good substitutes in schools.

Childlabour is prevalent in these communities, and this has to do with high poverty levels in those communities. Most parents find it difficult to provide their children with basic materials such as uniforms, exercise books, text books and other study materials. All these can be attributed to most children belonging to large families and in most cases non-intact homes. Based on this, children faced some challenges of which school authorities and teachers need to be empathetic, providing genuine respect and understanding so that children can feel comfortable as they learn at school. Teachers ought to avoid uncomplimentary remarks about pupils. Rather, they should use praise to acknowledge children's acceptable behaviours. Educational authorities could also work in collaboration with the Family Tribunal Department of Social Welfare and Domestic Violence Victims Support Unit (DOVVSU) in educating parents on their responsibilities towards their family. Most parents do not care to enquire about their wards' performance in school. Through the Parent Teacher

Association and other workshops and seminars, parents can receive support and advice on the need to visit the school regularly to find out their wards performances. Parents need to be informed about the need to maintain a happy and united family as well as the serious challenges their behaviour can have on their children.

Recommendations

The performance of students in the public basic schools has engaged the attention of different groups of people in the country. These personalities include parents, educationists and the society in general. The society is of the view that the schools are producing semi-literate who cannot read and write properly or communicate effectively in the English language which plays a major role in the student's educational performances.

Based on the findings of the study, the following recommendations are made:

1. Government policy of banning children of school going age from all forms of trading should be strictly enforced so that it will deter parents from insisting that their wards, especially girls sell before and after school. This would however be possible if government pursues its poverty alleviation programmes with all the seriousness it deserves.
2. Ghana Educational Service and other Non-Governmental Organizations organize a lot of seminars and workshops for school heads to sharpen their supervisory skills; the supervision of the heads is still not effective

due to the organizational structure of the basic school system which makes the implementation of ideas of these seminars and workshops unworkable because the headteachers have very little power if any, to enforce them. This is so because the power to enforce regulations to the fullest lies beyond the authority of the headteacher. It is recommended that headteachers be given the powers to enforce regulations and to engage and disengage teachers as the need arises. Disciplinary powers should also be given to head teachers to enable them use the appropriate disciplinary measures like suspension of teachers and reduction in monthly income taking into account the number of days teachers absent themselves from school without permission. Due to the sensitive nature of the position of supervisors, and the role supervision plays in education, the Ghana Education Service should take the appointment of the supervisors seriously. The practice where teachers with lesser ranks are made supervisors or heads over their superiors should be avoided because this practice undermines discipline in the schools.

3. The heads of schools must periodically invite parents of students who play truancy for discussions and effective measures taken to encourage students to attend school regularly. Parents should also be made aware that, their wards' educational performance depends on their active involvement and contributions. Conditions outside the school have very important impact on increasing educational achievement. Thus parents must provide school materials, and monitor school work of their

children. The sensitization of parents on the girl-child education should be deepened. They should also be encourage to visit their wards' schools regularly to check on their school work as this will motivate their children to learn and also attend schools regularly.

4. For effective teaching and learning to take place in schools in the Tamale Metropolis, the Ghana Education Service should ensure that all schools in the Metropolis have adequate equipment, materials and above all facilities such as spacious classrooms, good toilet facilities and up to date reference books. Libraries should also be opened in all schools in Tamale to offer children the opportunity to have access to books to read at their free times.

Finally, Guidance and Counseling should also be stepped up at all levels so that remedies could be found to problems at the initial stages before they get out of hands.

Recommendations for Further Research

The study was meant to find out factors affecting the performance of the Islamic Junior High School students in the Tamale Metropolis. The study focused on the following:

1. What home related factors affect the student's educational performance?
2. What teacher related factors affect the student's educational performance?

3. What School related factors affect the educational performance of the student in Tamale?
4. What cultural beliefs influence the educational performance of the student?

To make the findings more representative and general for the whole country, there is the need to replicate this study among other population groups in the country. Such studies should be conducted using the basic instruments in this study in order to confirm or refute the findings in this work.

Finally, there is the need to conduct a study on the influence of the combination of the teaching of the Arabic Studies and the circular education on children's educational performance in the Islamic schools.

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APPENDICES

APPENDIX A

QUESTIONNAIRE FOR PARENTS

The Questionnaire is designed by a student in the Faculty of Education, University of Cape Coast to be use for a study. It is solely designed for academic purposes. You are therefore assured of maximum confidentiality.

You are humbly requested to answer all questions that follow below as openly as you can. I anticipate your co-operation.

SECTION A

PERSONAL DATA

PLEASE TICK [] WHICHEVER IS APPLICABLE

1. Gender: Male [] Female []
2. Age
a. 30-34 b.35-39 c.40-44 d.45-49e.50 and above
3. Marital status
a. Single b. Married c. Divorced

e. Widow/Widower
4. If married how many wives do you have? No of children
.....
5. Have you been to school?
a. Yes b. No
6. If yes what is your academic level?
a. Middle b. Secondary c. Teacher training

d. Tertiary
7. How far is your home from your ward's school?

- a. Not at all far b. Far c. Quite far
- d. Very far

8. What is your religion?

- a. Christianity b. Islam c. Traditional d. Others

9. Does your religion affect your ward's education?

- a. Yes b. No

10. If yes in what ways?

.....

SECTION B

PARENTS' VIEWS

11. How often do you discuss the benefit of education with your ward?

- a. Always b. occasionally c. Often d. Hardly ever

12. Please indicate some of the benefits of education you draw your ward's attention to.....

13. In the area where I live, many youth have secondary education or more.

- a. Very true b. True c. Fairly true d. Untrue

14. If many of the youth in your neighborhood do not have secondary education or more, please suggest the cause.....

15. If many of the youth in your neighborhood have secondary education or more, please suggest why,

16. I often discuss my ward(s) school work with them

- a. Vey true b. True c. Fairly true d. Untrue

17. I provide enough books and materials for study.

- a. Very true b. True c. Fairly true d. Untrue

18. I provide my ward with the basic needs

- a. Very true b. True c. Fairly true d. Untrue
19. Whenever my child failed to go to school I did no worry.
- b. Very true b. Truec. Fairly true d. Untrue
20. How often is your ward absent from school?
- a. Occasionally b. Often c. Hardly ever
21. Why do your ward absent him/herself from school?.....
22. Will you honestly say that your ward is academically
- a. Excellent b. Very good c. Good d. Quite good
- e. Fair
23. How does the environment of your ward's school look like?
- a. Excellent b. Very good c. Good
- d Quite good e. Fair
24. Is the teaching and learning in the school up to expectation.
- a. Yes b. No
25. If yes, what contributes to this expectation?
-
-
-
26. If no, what is the cause?
-
-

SECTION C

COMMUNITY/CULTURAL RELATED

27. Do you sometimes engage your ward back at home during school days?
a. Yes b. No
28. Why do you normally detain your ward during school days?
.....
29. Do you engage your ward in economic activities after school?
a. Yes b. No
30. How often do you attend P. T. A. meeting?
a. Once a year b. Twice a year c. Never at all
31. What is the relationship between the community and the school?
a. Excellent b. Very good c. Good
d. Fair e. Bad

APPENDIX B

QUESTIONNAIRE FOR STUDENTS

The questionnaire is designed by a student in the Faculty of Education University of Cape Coast to be use for a study. It is solely designed for academic purposes. You are therefore assured of maximum confidentiality.

You are humbly requested to answer all questions that follow below as openly as you can.

I anticipate your co-operation.

SECTION A

PERSONAL DATA

PLEASE TICK [] WHICHEVER IS APPLICABLE

2. Gender: Male [] Female []
 - a. Age :13
 - b. 14
 - c. 15
 - d. 16
 - e. 17 and above
3. Which class are you?
 - a. JHS 1
 - b.JHS 2
 - c.JHS 3
4. What is your religion?
 - a. Christianity
 - b. Islam
 - c. Traditional
 - b. d. Others

SECTION B

FAMILY STRUCTURE

5. With whom do you live?
 - a. Both parents
 - b. Father only
 - c. Father and step mother

- d. Others
 - e. Mother only
6. What is your parent or guardians religion?
- a. Christianity
 - b. Islam
 - c. Traditional
 - d. Others
7. Will you say that your parents or guardians religion has affect on your educational performance
- a. Yes
 - b. No
8. If yes, what way(s)
9. How many wives does your father have?
- a. 1
 - b.2
 - c.3
 - d.4
 - e.5
10. Indicate the number of children your father has?

.....

SECTION C

SOCIO-ECONOMIC

11. What is your father or male guardian's level of education?
- a. Not been to school
 - b. Middle
 - c. Secondary
 - d. Training collegee. Tertiary
12. What level of education did your mother or female guardian attained?
- a. No education
 - b. Middle
 - c. Secondary
 - d. Training college
 - e. Tertiary
13. What work does father or male guardian do?
- a. White collar
 - b. Casual labourer
 - c. Farmer
 - d. Unemployed
14. Will you say that your parents' or guardians' occupation/ income in any way has affected your educational performance?
- a. Yes
 - b. No

15. Are your parents able to provide you with your social needs?
 a. Yes b. No
16. If yes what needs are they able to provide you with?

17. My parents/guardians educational achievement encourage me to work hard in school
 a. Yes b. No
18. If parent/ guardians educational achievement encourage you to work hard in school, briefly explain.

19. If no, briefly explain why

20. Parents/guardians tell me the importance of education.
 a. Very true b. True c. Fairly true d. Untrue
21. Whenever I fail to go to school, my parents do not worry?
 a. Very true b. True c. Fairly true d. Untrue
22. Is it comfortable t move about in the compound when it rains?
 a. Yes b. No
23. Are you able to attend classes whenever it rains?
 a. Yes b. No
24. Do you have playing field in your school?
 a. Yes b. No
25. Do you have enough furniture in your school
 a. Yes b. No
26. What is the relationship between teacher and student?
 a. Excellent b. Very good c. Good d. Quite
 good e. Bad

27. What are the attitudes of teachers towards teaching?

- b. Excellent
- b. Very good
- c. Good
- d. quite good
- e. Not encouraging

28. Do teachers give enough exercises?

- a. Yes
- b. No

29. Do teachers mark the exercises given to you?

- a. Yes
- b. No

30. If they mark the exercises, do they explain and allow you to do the corrections?

- a. Yes
- b. No

31. Teachers report to school.....

- a. Very early
- b. Early
- b. Very late

32. Are you often absent from school?

- a. Yes
- b. No

33. If yes, kindly state why?

.....

34. Will you honestly say that you are academically

.....

- a. Excellent
- b. Very good
- c. Good
- Quite good
- d. Fairly good

35. How often do your parents/ guardian try to find out your academic progress?

- a. Occasionally
- b. Often
- c. Hardly ever

SECTION B

PROFESSIONAL DATA

7. What is your total teaching experience?

- a. 1-5yrs b. 6-10yrs c. 11-15yrs d. 16-20yrs e. 20 and above

8. years of teaching in your current school?

- a. less than 1yr b. 1-5yrs c. 6-10yrs d. 10 and above

9. What class do you teach?

- a. JHS 1 b. JHS 2 c. JHS3

10. What is the average number of students in each class?

- a. 5-20 b. 21-25 c. 26-30 d. 31-35 e. 36 and above

11. Will you say your religion has an effect on your performance as a teacher?

- a. Yes b. No

12. If Yes in what ways?

13. What is your own assessment of the academic performance of the students in your school?

- a. poor b. weak c. fairly good d. good e. excellent

14. What accounts for this performance?

15. Do you tell your students the benefits of education?

- a. Yes b. No

16. If yes, state some of the benefits of education you draw your students' attention to.

.....
.....

17. Do you think parents active involvement in school activities help your students to learn?

a. Yes b. No

18. What specific activities are put in place to interact with parents whose children are in your school?.....

19. How often do parents/guardian try to find out about their wards progress and attendance to school?

a. Often b. Occasionally c. Hardly ever

20. Will you say that basic needs of students are provided by parents for effective learning?

a. Yes b. No

21. Will you say truancy of students is a problem in your school?

a. Yes b. No

22. Is the headmaster/Headmistress regular and punctual to school?

a. Yes b. No

23. If the head is in school does he/she stay in school up to closing?

a. Yes b. No

33. Does the distance from your home to school have any effect on your performance?

- a. Yes
- b. No

34. If yes, how?.....

35. Where is your school located?

- a. Near market
- b. Near lorry park
- c. Within the community
- d. Outskirts of town

36. Will you say parents at times engage their wards during school days?

- a. Yes
- b. No

36. If yes, suggest why they normally detain their wards during school day?
.....

37. Do you have PTA in your school?

- a. Yes
- b. No

38. If yes, how effective is the PTA in assisting the school?
.....

39. Will you say that, parents engage students in economic activities after school?

- a. Yes
- b. No

40. What is the relationship between the school and the community?
.....

APPENDIX D

Table 1 List of Islamic Junior High Schools in the Tamale Metropolis.

Location	Name of school
1. Choggu hilltop	ChogguNuru-Islam JHS
2. Nyohini	Nahada JHS
3. Bello's mosque	Manhalia JHS
4. Aboabo (behind GCB)	Watania JHS
5. Zogbeli	Al-Markazia JHS
6. Behind (R.C.C)	Fathul-Mubeen JHS
7. Kanvili	KanviliTwafikiya JHS
8. Sagnarigu	Hillaliyatul JHS
9. Dohinayili near (NTC)	Maahad-Taahilia JHS
10. Kakpagyili	KakpagyiliTaskif JHS
11. Kalipohin	Kamariya JHS
12. Gbambaya	Shakiriya JHS
13. Choggu Low Coast	Ulum-Diniyat JHS
14. Vittin	AbubakariSadiq JHS
15. Old Cemetery	Nuriya Central JHS
16. Kobilimahigu	Sobriya JHS
17. Old filling point	Darul –Hardis JHS
18. Fuo	Mathoriya JHS
19. Jakarayili	Saqafat JHS
20. Daboakpa	Failia JHS

Students Population in a Class

Students population in a class contributes to the academic performance of the students. Where as large numbers in the class contribute to low performance due to inadequate supervision and assignments, average numbers promote effective supervision and given of assignments.

The table shows the number of students in the classes.

Students Population in Class

NO. OF STUDENTS IN CLASS	FREQUENCY	PERCENT
5 – 20	3	10
21 – 25	6	20
26 – 30	10	33.3
31 – 35	2	6.7
36+	9	30
Total	30	100.0

Classes Used For the Study

The study was done with J. H. S. two's and three's. The investigation revealed 44% students from J. H. S. two and 56% students from J. H. S. three.

Students Class

CLASS	STUDENT (freq)	PERCENTAGE (%)
J. H. S. 2	22	44.0
J. H. S. 3	28	56.0
TOTAL	50	100.0