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# **Low Performance of Pupils in BECE; A Case Study of SAGNARIGU District in Northern Region, Ghana**

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**ABSTRACT:** The study focuses on the low academic performance of pupils in the Basic Education Certificate Examination (BECE) at the basic schools in the Sagnarigu District. It seeks to determine the causal factors that contributed to such an outcome and some of the policy interventions to overcome it. Based on the research questions, the researchers used the case study design that used qualitative method for collecting and analyzing the data. The target population for the study comprised pupils, head teachers, teachers, parents and officer(s) in charge of exams at the district education office in respect of basic schools in the Sagnarigu District. However, the accessible population was limited to pupils, head teachers, teachers and officer(s) in charge of exams in Sagnarigu District. The study employed simple purposive sampling techniques. Interviews and past records were used as data sources. The case study design was used because the researchers wanted to have a clear understanding of why pupils perform poorly in the BECE examination within the Sagnarigu District. The population of the study comprised of head teachers, teachers, pupils and officer(s) in charge of exams. Purposive sampling was used to select twenty (20) Junior High Schools from the District. The study found that most respondents accepted that all inputs and processes such as teachers, school environment, parents and the pupils were primarily responsible for the low academic achievement of the pupils in the BECE. The school environmental factors identified include limited number of teachers with high academic qualification, inadequate physical and material resources, and misuse of contact hours with pupils by teachers. The teacher factors that were found to contribute to the low academic performance were incidences of habitual lateness and absenteeism to school, inability to complete the syllabi and inadequate exercises and homework assigned to pupils, low/inadequate motivation from employer. The pupil characteristics found significant were incidences of lateness to school and absenteeism, lack of assistance with studies at home, involvement in vices such as internet fraud also known as “sakawa”, visiting video centres, dance halls, drug abuse and having hope in their religious leaders etc. Home conditions or parental support variables causing pupils to perform poorly academically were their inability to provide textbooks and supplementary readers, low level of interaction with children’s teachers, and low involvement in the Parent Teacher Association. It is therefore concluded that there is a need for all stakeholders- government, nongovernmental organizations, teachers, parents and students, alike to play their respective parts in addressing the factors that contribute to low performance in the basic schools under study in the Sagnarigu District.

**KEYWORDS:** Absenteeism, low performance, stakeholders, Basic Certificate Examination, Education

## **1. INTRODUCTION**

For any nation or community to develop largely depends upon the quality of education available to its citizenry. It is generally believed that the basis for any true development must commence with the development of human resources. Hence, formal education remains the vehicle for social-economic development and social mobilization in any society. Education is the foundation on which every nation is built. Education has two main purposes. The first purpose is to produce a literate and numerate population that can jointly deal with problems both at home and at work. It also serves as a foundation on which further education is built (Akanle, 2007; Lockheed & Verspoor, 1991). Achieving Universal Basic Education is an international priority set by the United Nations (UN). In 1990 in Jomtien, Thailand, Education for All (EFA) was declared (Baaden, 2002). In April 2000, a Work Education Forum was held in Dakar to achieve the EFA goals. The Millennium Development Goals (MDGs) were declared by the UN to assist developing countries in



ISSN: 2350-0328

# International Journal of Advanced Research in Science, Engineering and Technology

Vol. 4, Issue 7 , July 2017

their efforts to increase the living standards of people. The second MDG is to “ensure that by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling” (UN, 2006, p. 5). This millennium target is often measured through primary school -enrolment, primary-completion and the literacy and numeracy rate among school pupils (Vegas & Petrow, 2008). Between 2006/2007, gross primary school enrolment was 90.8 per cent (Institute of Statistical, Social and Economic Research (ISSER), 2008). In addition, the government of Ghana has put in place useful strategies to encourage enrolment, daily attendance and retention of pupils in basic schools across the country in an attempt to realize the objectives of the Free Compulsory Universal Basic Education (FCUBE) policy as well as the provision of Education for All (EFA) agenda. These strategies include the provision of school pupils with teaching and learning materials, school uniforms, the school feeding programme (SFP) and the introduction of the capitation grant per child enrolled. The government has also instituted best teacher awards and other teacher career development programmes as motivation to teachers to ensure the delivery of quality of education to its children (Ministry of Education, Science and Sports (MOESS, 2007). In spite of these achievements, the education sector continues to face many challenges. According to ISSER (2008) the performance of many children is failing to meet the minimum learning requirements and to acquire basic skills and competencies. In 2006, the Basic Education Certificate Examination (BECE) results released by the West African Examination Council (WAEC) showed that out of the 308,379 candidates who sat for the examination, only 190,921 candidates were able to obtain aggregates between 06 and 30 (the required national pass aggregates), which represented 62 per cent (WAEC, 2006). Again the 2008 BECE results indicated that about 282,202 candidates obtained the pass mark, which represented 62.18 per cent. So the low performance of pupils at the basic level of education has not only led to public outcry, but also educationists have been increasingly occupied in their attempt to identify factors that influence pupils’ performance especially in Basic Education Certificate Examination in Ghana.

The study therefore focuses on the low academic performance of pupils in the Basic Education Certificate Examination (BECE) at the basic schools in the Sagnarigu District in the Northern Region of Ghana. It seeks to determine the causal factors that contributed to such an outcome. Inputs and processes such as teachers, school environment, parents and the pupils were primarily responsible for the low academic achievement of the pupils. The school environmental factors identified include limited number of teachers with high academic qualification, inadequate teaching and learning materials, and misuse of contact hours with pupils, poor school infrastructure, and corporal punishment. The teacher factors that were found to contribute to the low academic performance were incidences of lateness to school and absenteeism, inability to complete the syllabi and inadequate homework assigned to pupils. The pupil characteristics found significant were incidences of lateness to school and absenteeism, lack of assistance with studies at home and use of local language in the classroom. Home conditions or parental support variables causing pupils to perform poorly academically were their inability to provide textbooks and supplementary readers, low level of interaction with children’s teachers, poor parental control and low involvement in the Parent Teacher Association.

It is therefore important not only to carry out an empirical study on the causes of low academic performance of pupils, but also to look for opportunities and propose measures to assist on-going efforts at improving pupils’ academic achievement in general. Therefore, the causes of such low performance are worth investigating. It is therefore concluded that there is a need for all stakeholders- government, departments, teachers, parents and students, etc- to play their respective parts in addressing the factors that contribute to low student performance in the basic schools under study in the Sagnarigu District.

Anamuah-Mensah et al (2004) attributed the phenomenon to lack of effective supervision and monitoring at school, lack of motivation for teachers and inadequate number of qualified teachers to fill empty classrooms. In the same vein, Diaz (2003) found factors such as intellectual ability, poor study habit, achievement motivation, lack of vocational goals, low self-concept, low socio-economic status of the family, poor family structure and anxiety as contributing to educational performance. It goes without saying in our humble view that poor academic achievement in school may be the result of interplay of several factors. It is therefore important not only to carry out an empirical study on the causes of low academic performance of pupils, but also to look for opportunities and propose measures to assist on-going efforts at improving pupil academic achievement in general. Therefore, the causes of such low performance are worth investigating.

## II. STATEMENT OF THE PROBLEM

Basic Education refers to the level of education in any country that constitutes the foundation stage to all children (Commonwealth Secretariat, 1991). Nelson Mandela stressed the importance of education when he opines that “education is a great engine of personal development. It is only through education, a daughter of a peasant can become a doctor, that the son of a mine worker can become the head of the mine, that the child of a farm worker can become



ISSN: 2350-0328

# International Journal of Advanced Research in Science, Engineering and Technology

Vol. 4, Issue 7, July 2017

the President of a great nation ( Mandela 2000:559). Hoyle (1986) argues that schools are established with the aim of imparting knowledge and skills to those who attend them. According to Ankomah et al., (2005) high academic performance, as measured by the examination results, is one of the major goals of a school. Behind all this is the idea of enhancing good academic performance (Mankoe, 2002). Over the past few years, concerns have been raised about the low academic performance of pupils in the Sagnarigu District by stakeholders. At a durbar organized by Bagabaga College of Education in Tamale Senior High School to sensitize the community on Transforming Teacher Education and Learning (T-TEL), a UKAID programme meant to promote best practices and enhance teaching and learning competences of teachers at the basic schools on the 29<sup>th</sup> November, 2016, the Sagnarigu District Chief Executive, Honorable Alhassan Mohammed Sorogudoo bemoaned the low academic performance in the BECE in the District and called on stake holders to help curb the incidence. A study of the BECE results in the Northern Regional Ranking from 2013 to 2016 buttresses this. In the Sagnarigu District in 2013, the percentage passes (aggregate 6-30), in the District in the BECE was 43.77%, in 2014 the percentage passes (aggregate 6-30), in the Sagnarigu District in the BECE declined from 43.77% the previous year to 40.62%, in 2015 the percentage passes (aggregate 6-30) further declined to 36.80% and 36.80% in 2016 respectively ( Sagnarigu District Education Service). This situation raises questions about the depth of understanding of factors affecting the low performance of pupils in the BECE at the Sagnarigu District. The pertinent questions to address, therefore, are what are the causes of this low academic performance of pupils in BECE within the Sagnarigu District? Is the fault entirely that of teachers or pupils or both of them? Or is the low performance of students caused by parents' neglect or school environmental factors? The present study therefore sought to identify factors causing pupils of Sagnarigu District to perform poorly academically in order to assist educational authorities to develop appropriate strategies and interventions to improve their output.

### III. RESEARCH QUESTIONS

1. What are the causes of low academic performance of pupils in BECE within Sagnarigu District?
2. What policy interventions can be applied to curb the problem of low academic performance in BECE within the Sagnarigu District?

### IV. LITERATURE REVIEW

#### A. Theoretical Framework

A number of theories have been advanced to understand the phenomenon of low performance of pupils in school. (Coleman 1988, Newmann *et al.* 1992, Ogbu, 1992) cited in Rwechungura (2014). These theories originated from some of the Social Science disciplines such as Psychology, Sociology, Geography and Economics and identify a range of specific factors related to low performance. This study is therefore specifically guided by the following theories:

#### B. Poor Family Socialization Theory

The Poor Family Socialization goes back to a child's development within his/her family. A student's performance in school is directly affected by his family history including divorce, stress and parental behaviour. The most critical aspects of this theory are the education level of the students' parents and their future plans for the child. Factors of poor family socialization include low parental expectations and a parental lack of education.

#### C. Theoretical Review

The theory adapted for this study was derived from the System's theory input-output model developed by Ludwig Von Bertalanffy in 1952. The theory, according to Koontz and Wehrich, (1988) postulates that an organized enterprise does not exist in a vacuum; it is dependent on its environment in which it is established. They add that the inputs from the environment are received by the organization, which then transforms them into outputs. As adapted in this study, the pupils (Inputs) are admitted into the Basic Schools, from different social economic backgrounds and are from various school backgrounds, when they get into the school system, the management of the school transforms them through the process of teaching and learning and the students output is seen through their academic performance in their final examination (BECE).



ISSN: 2350-0328

# International Journal of Advanced Research in Science, Engineering and Technology

Vol. 4, Issue 7 , July 2017

## D. The Concept Basic Education

The concept of basic education came to the fore following the adoption of the World Declaration on Education for All (1990). In its Report presented to UNESCO “*Learning The Treasure Within*” (1996), the International Commission on Education for the Twenty-first century, stated that “Basic education is the first step in attempting to attenuate the enormous disparities affecting many groups – women, rural populations, the urban poor, marginalized ethnic minorities and the millions of children not attending school and working”. The concept of basic education has led to broaden the magnitude of the right to education: “extending from initial or basic education to lifelong learning”.

In terms of access to basic education, the Jomtien declaration in 1990 had moved the definition of basic education beyond the acquisition of basic skills, towards empowering the children to meet their future personal and social needs (Black, 1998). Basic education thus creates the opportunity to provide the right channel for children to continue to higher levels of learning and those who cannot, it gives them the opportunity to acquire work-related skills (Oduro, 2000).

Black (1998) indicated that Basic education in its right sense is described as an action formulated to meet basic learning needs of learners and equally must correspond to the actual needs, interests, and problems of the individuals in the learning process. In Ghana, Basic education is an eleven year system, comprising two year kindergarten, six year primary and three year junior secondary school (MoE, 2008).

## E. The Concept Low Academic Performance

Low academic performance according to Aremu and Sokan (2003) is a performance that is adjudged by the examinee and some other significant that shows as falling below an expected standard. In the words of Asikhia (2010) poor academic performance is any performance that falls below a desired standard. Similarly, Okoye (1982) defines poor academic performance of the candidate in a learning situation as one in which a candidate fails to attain a set standard of performance in a given evaluation exercise such as a test, an examination or series of continuous assessments.

A candidate who scores below the standard is regarded as showing poor academic performance in school. Academic failure is not only frustrating to the students and the parents, its effect are equally grave on the society in terms of dearth of manpower in all spheres of the economy and politics (Aremu 2000).

## F. Causes of Low Academic Performance in Basic Schools

The socio- economic development of any country is directly linked with student academic performance in schools. Pupils’ academic performance plays an important role in producing the best quality graduates who will one day become leaders and human capital for the country’s economic and social transformation (Mushtaq & Khan, 2012). The phenomenon of low performance of pupils is influenced by a multiplicity of factors including the following;

## G. The Internal School Factors

The internal school factors that closely determine pupils academic performance in school includes: teachers’ motivation, class sizes; availability of textbooks, discipline in the school and the attitude of pupils towards learning. Other internal factors include: effective supervision, the availability of physical facilities as well as teaching and learning materials and others (Mushtaq & Khan, 2012)

Other school environmental factors identified include limited number of teachers with high academic qualification, inadequate teaching and learning materials, and misuse of contact hours with pupils, ineffective supervision of Schools by external Supervisors. The teacher factors that were found to contribute to the low academic performance were incidences of lateness to school and absenteeism, inability to complete the syllabi and inadequate homework assigned to pupils. The pupil characteristics found significant were incidences of lateness to school and absenteeism, lack of assistance with studies at home and use of local language in the classroom.



ISSN: 2350-0328

# International Journal of Advanced Research in Science, Engineering and Technology

Vol. 4, Issue 7, July 2017

## H. Home Conditions or Parental Support Variables

Home conditions or parental support variables causing pupils to perform poorly academically were their inability to provide textbooks and supplementary readers, low level of interaction with children's teachers, and low involvement in the Parent Teacher Association.

Anamuah-Mensah et al (2004) attributed the phenomenon to lack of effective supervision and monitoring at school, lack of motivation for teachers and inadequate number of qualified teachers to fill empty classrooms. In the same vein, Diaz (2003) found factors such as intellectual ability, poor study habit, achievement motivation, lack of vocational goals, low self-concept, low socio-economic status of the family, poor family structure and anxiety as contributing to educational performance. It goes without saying in our humble view that poor academic achievement in school may be the result of interplay of several factors.

## V. RESEARCH METHODOLOGY

The principal methodology for this research is qualitative method. Qualitative method was mainly used to gain an insight into the problem of low performance in the BECE in the Sagnarigu District. Qualitative studies aim to gather an in-depth understanding of human behavior and the reasons that govern such behavior. Hossain (2011:145) cited in Simofrosa and Rosemay (2015) asserts that qualitative researchers study people in their natural settings, to identify how their experiences and behaviors are shaped by the contexts of their lives such as the social, economic, cultural and physical contexts. Qualitative methods produce information only on the particular cases studied. The qualitative approach was also used to a limited extent to determine the prevalence and frequency of opinions and perceptions of the low performance of pupils in BECE within the study area. Within the qualitative approach the study adopted a case study research design. A case study is a field of inquiry that investigates a specific area in order to gain access to the real life context where the problem is clearly visible (Punch 2000:15). It is an in-depth study of a specific individual, group or institution in a specific context. The case study design was used because the researchers wanted to have a clear understanding of why and how the problem happens. The population of the study comprised of head teachers, teachers, pupils, parents and District Education Exams Officer. Purposive sampling was used to select 20 Junior High Schools from 42 Junior High Schools in the district where the problem was prevalent. Purposive sampling seeks individuals and sites that can best supply relevant information needed to answer research questions raised (Cresswell, 2008:214). The sample size consisted of 20 head teachers, 40 teachers, 20 parents, 60 pupils and 1 district education exams officer, giving a total of 141 participants. Data was collected using interview as major instrument. Several strategies were used to ensure data quality. The research team provided remote guidance on data quality assurance by examining the data that had been collected from the field on regular basis. The team also shared feedback among each other to ensure that data can be verified and changes to the data collection can be implemented when necessary. The study also used secondary data from published dissertations, textbooks, journals and the internet.

This ensures that primary information is collected for in-depth analysis of the problem. A better analysis can be done through the detailed questions that are asked during the interview for high responses, especially when the interviewee is probed further. Here, apart from formal and informal interview, focus groups will also be targeted for purposes of in-depth and accurate research work. This is to help bring out how people may think about the low performance using their own views (Laws, 2003: 299).

## VI. DISCUSSION OF RESULTS

Interviews with most of the respondents revealed that low performance of pupil in the final BECE within the Sagnarigu District is real. There are some particular factors that exacerbate the low rate of performance particularly among pupil in basic schools within Sagnarigu District as far as BECE is concern. These include the following:

### A. Lateness and Absenteeism

Head teachers and parents' responses in respect of the BECE results indicate there is a strong correlation between habitual lateness and absenteeism and academic performance. Moreover, head teachers' responses in terms of the BECE results show the significance of lateness and absenteeism on academic performance. This means that both head teachers and parents thought that lateness and absenteeism on the part of teachers and pupils had a significant correlation with performance and this impacted on the low performance of the schools as a whole within the Sagnarigu



ISSN: 2350-0328

## International Journal of Advanced Research in Science, Engineering and Technology

Vol. 4, Issue 7, July 2017

District. Such findings supports Fiaveh et al.,'s (2011) contention that the attitude of some public school teachers and authorities to their duties does not enhance student learning process. This conclusion also corroborates Boateng's (2003) argument that the success or failure of the curriculum depends on the teacher. Oduro & MacBeath (2003) posited that lack of professional standard, lack of support and control by education authorities, and cultural demands on teachers are major issues in this context.

On the issue of lateness and absenteeism, Mr. Alhassan a head teacher in one of the Junior High Schools within the Sagnarigu District said:

*Habitual lateness and absenteeism on the part of teachers are to blame for the low performance of pupils in our district. As a result most teachers are not able to complete topics in the syllabus before the pupil sit for their final examination. Mr. Aminu Alhassan (not real name)*

Yet teachers deny the fact that they have contributed to the problem. Nevertheless, it appears lateness and absenteeism among teachers still exists. Another head teacher said:

*In my school, I record very few passes because most teachers fail to use their prepared lesson notes in the teaching learning discourse. To a large extent, the few that use their lesson notes fail to evaluate their lessons after they have taught in order to ascertain the extent of understanding of their pupils on the topic taught. Mr. Ibn karim (not real name).*

Based on these accounts, the negative attitudes and behaviour of pupils' and teachers alike is what has led to the low performance of pupils in the BECE within the Sagnarigu District.

### **B. Inadequate Physical and Material Resources (including Teaching and Learning Resources)**

Data from interviews with respondents showed that logistical constraints also contributed to the low performance of pupils in the BECE within the Sagnarigu district. Head teachers, Teachers, pupils and parents' responses in respect of the BECE results indicate there is a strong correlation between availability of learning materials and academic performance. Moreover, students' responses in terms of the BECE results show the significance of the availability of learning materials on academic performance. This means that students thought that shortcoming in this regard had a significant correlation with their performance and this impacted on the low performance of the schools as a whole. In describing the severity and frequency of low performance, Mr. Musah a head teacher asserted:

*Inadequate logistics such as textbooks, lesson note books, chalk, teaching and learning materials etc and the long delay in their arrival to the schools by the GES (Ghana Education Service) account partly for the low performance of pupils in the BECE in Sagnarigu District. Mr. Fuseini Musah (not real name).*

Further interactions with respondents revealed that other reasons for the poor academic performance of pupils in the District was inadequate instructional materials. Sagnarigu District lacks adequate facilities such as text books and other instructional materials especially for technical skills and drawing a teacher said. Majority of the pupils have not even seen some of the instruments used for drawing. This confirms Kombo (1988) "we retain twenty percent of all that we hear and half of all that we both see and hear". This view therefore indicates that the use of a variety of teaching aids could benefit pupils in that their chances of perception, understanding and retention of subject matter greatly improve.

From the forgoing, it appears logistics that aid teaching and learning when not provided on time and adequate will to a large extent affect learners negatively in their final examination. From the above account, it appears that when adequate logistics are provided and on time, it will enhance teaching and learning and hence high performance.

### **C. The Attitude of Pupils Towards Learning**

Attitude is an important aspect in learning and it can either hinder or enhance learning. According to some of the teachers in the District, pupils do not have time for studies. They rather have time for the internet. With evidence, a teacher showed the researchers a number of cell phones that were seized from JHS one and two pupils in the school. Some of these pupils chat on facebook and whatsapp as teaching and learning progresses in the classroom. He added that some of the parents do not have concern for their wards education. As a result, some of the pupils watch television till midnight without revising their notes. He also blamed Imams and Mallams for the poor academic performance of pupils. Sagnarigu is predominately an Islamic community and for that matter believed in their leaders. The belief these pupils had from some of their Imams and Mallams is that if they can recite the Quran very well, they will pass their examinations very well. This belief made majority of the pupils not to take their studies seriously because they only need to recite the Quran verses during examination and they will pass. It is therefore believed that when pupils give more attention to other priorities more than their studies, they are likely to perform poorly.



ISSN: 2350-0328

# International Journal of Advanced Research in Science, Engineering and Technology

Vol. 4, Issue 7 , July 2017

## D. Indiscipline

Another important factor responsible for pupils' low performance in the BECE in schools within the Sagnarigu District is indiscipline among pupils. Head teachers, parents, teachers as well as pupils all said that students no longer have the zeal in learning; and this was mostly blamed on the menace of internet fraud, popularly known as "sakawa" among the youth. Also, most of the respondents said; visiting video centres, dance halls, drug abuse, teenage pregnancy among others were cited as dominant indiscipline acts in their schools that negatively affect students performance within the Sagnarigu District . According to respondents these play a critical role in the performance of pupils academically. . They deliberately do these because they know no action will be taken against them. Corporal punishment which was introduced by the colonial masters to instill discipline is abolished in the Ghanaian schools.

According to a teacher in one of the schools;

*The attitude of irresponsible parents attacking teachers when their ward is punished encourages pupils to be indiscipline. He added that pupils discipline is a master key to their hopes and aspirations without which, they cannot make any significant progress in life.*

Above discussion confirm a study by Awulugutu (2006) which concluded that discipline is the master of one's hopes and aspirations without which, one cannot make any significant progress in life. Awulugutu (2006) goes on to observe that discipline is the key that unlocks the door to wealth, happiness, and success, and turns ones dreams into reality.

## E. Poor Parental Control

One other factor according the respondents responsible for the low performance of pupils in the Sagnarigu District is poor parental care. According to some of the Head teachers, pupils and teachers in the schools within the district claim that parents are to blame for the low performance of their wards. Majority of the pupils come to school without pocket money. Some of these attitudes of parents are as a result of poverty and ignorance on the benefits of their wards education. One teacher said:

*Parents do not show interest in interacting with their wards teachers to know the levels of performance of their wards.*

*Mr. Illiasu Mumuni (not real name)*

One of the head teachers said:

*Most parents do not attend PTA (Parent Teacher Association) meetings to discuss pertinent issues concerning their wards. Mr. Issah Suhuyini (not real name).*

A pupil during our interview in one of the schools in the Sagnarigu District said:

*My parents have not provided me with appropriate school materials such as exercise books, text books, school uniform etc and I am about to write my final exam. How am I going to get good grades so that I can go to SHS? I think my parents do not care about my education. Imoro Mahama (not real name).*

The finding is in line with Domina and Knipprath (2005) who concluded that students value their education when they see the interest shown by their parents. Despite the effort of government and parents at improving the performance of pupils, it does occur to me that these efforts are not yielding much fruits, as pupils performance is still going down.

## F. Teachers' Motivation

Low motivation of teachers at all levels of the educational system was identified as a major challenge as far as the performance of pupils is concern. Interview with head teachers, teachers, parents and pupils across the junior high schools indicate that low motivation was a cause of the underperformance of teachers in the teaching-learning discourse leading to the low performance of pupils in the BECE in the Sagnarigu District.

During the interviews, the teachers were unanimous in saying that, if their employer will take a second look at their motivation package in terms of salary and other allowances as well as their promotions, it will encourage them to stay in the classroom and teach. One of the teachers said:

*Until such a time that our plight is taken a serious look at by the employer, very little can be done to curb this incident.*

*Mr Osman Bukari (not real name).*

This support the works of Mulyasa (2006), Rajani (2003) and Swai et al (2004) when they said that work motivation indeed influences teachers work performance. It is also in line with Kadzamira (2006) and Aacha (2010) who concluded that employees including teachers are motivated by both intrinsic and extrinsic factors that none of the two sets should be overlooked by employers.



ISSN: 2350-0328

# International Journal of Advanced Research in Science, Engineering and Technology

Vol. 4, Issue 7, July 2017

The above discussion show that teachers are not satisfied with the motivation given to them. They have the conviction that for performance to be improved, the employer will have to take a second look at the motivation package of the employee, in this case the teachers.

## G. Ineffective Supervision of Schools by External Supervisors

A major cause of the poor performance of pupils in the Basic Education certificate Examination in the Sagnerigu District is poor supervision. According to one of the teachers in the District, circuit supervisors are only interested in lesson notes and not how effective a teacher present his or her lessons in class. He added that if supervisors would be interested in how competent a teacher is in class, how frequent he or she gives exercises or homework and mark, pupils academic performance would improve in the District. He argued that when there is low teacher absenteeism and high level of group involvement in planning for curriculum instruction, it can enhance better performance. This confirmed the assertion by Campbell (1986) that effective and efficient management of curriculum and instruction in educational institution is a prerequisite for stability and improvement of academic performance.

## VII. RECOMMENDATIONS

Based on the findings, the following recommendations have been made:

1. Proper guidance and counselling system should be instituted in schools; such that pupils could regain interest in learning.
2. Parents should live up to their responsibilities. They should be encouraged to actively show interest in the education of their wards to keep them in school to build a better future for them and their communities.
3. Government, NGO's and PTA should do well to put up learning facilities in our schools. Government and NGO's working in the education sector should provide logistics such as chalk, textbooks, registers and exercise books, and others in basic schools to urge pupils stay in school to learn for a brighter future.
4. Circuit supervisors should be provided with means of transport to enable them visit schools within their jurisdiction at least twice a week to prevent the incidence of lateness and absenteeism.
5. Teachers who often absent themselves from school without reason should have their salary blocked or withdrawn from the teaching service.
6. Teachers should be appropriately motivated by their employer in terms of promotion, salary, and other allowances due them, to enable them stay in school.
7. Parents and teachers should institute measures to ensure that students were well behaved, both at home and in school.

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# International Journal of Advanced Research in Science, Engineering and Technology

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