



Factors Contributing to Poor Academic Performance of Students in Kongo Senior High School in the Kongo District

Matthew Kojo Namale^{1*}, Joshua-Luther Ndoye Upoalkpajor¹
and Cornelia Aganazure Ayambire²

¹Department of Counselling Psychology, University of Education, Winneba, Post Office Box-25,
Winneba, Ghana.

²Ghana Education Service, Kongo, Nabdram District Office, Ghana.

Authors' contributions

This work was carried out in collaboration among all authors. Author MKN led the drafting of the Paper and provided the statistical analysis along with author JNU, author CAA designed the study under the supervision of author MKN. All authors contributed to the literature review and etiquette of the study. All authors read and approved the final manuscript.

Article Information

DOI: 10.9734/AJESS/2021/v17i230417

Editor(s):

(1) Dr. Sara Marelli, San Raffaele Scientific Institute, Italy.

Reviewers:

(1) Revenio C. Jalagat, Al-Zahra College for Women, Oman.

(2) Kayode Emmanuel Akinola, Abraham Adesanya Polytechnic, Nigeria.

Complete Peer review History: <http://www.sdiarticle4.com/review-history/68258>

Original Research Article

Received 02 March 2021

Accepted 07 May 2021

Published 12 May 2021

ABSTRACT

The study investigated the factors influencing low academic performance of Kongo Senior High School Students in the Kongo District in the Upper East District. The Objectives of the study were to: identify the teacher factors that contribute to the low academic performance of students in Kongo Senior High School, identify how students' attitude contribute to low academic achievement and indicate how school physical facilities contribute to low academic performance of students. The study also indicated the difference in perception between teachers and students with regard to ways teachers contribute to low academic achievement of students, indicate the difference in perception between teachers and students with regard to how school physical facilities contribute to low academic performance of students and indicate the perception between teachers and students about how students' attitude contribute to low academic performance. The descriptive survey design was used for the study. A self-designed questionnaire with a reliability coefficient of

*Corresponding author: Email: mknamale@uew.edu.gh;

.73 was used to gather data from a sample of 154 respondents. Purposive sampling method was used to select the school. Simple random sampling method was used to select student participants while convenient sampling method was used to select teachers for the study. The study revealed that teachers did not give feedback regularly to students. It was also found that students were not active in lesson. The study showed that the school did not have enough classroom furniture to aid teaching and learning. Therefore, it was suggested that teachers should regularly give feedback on students' work for them to know how they are doing in their subjects. It was also recommended that stakeholders of education should provide enough furniture for the school.

Keywords: Classroom conditions; teacher attitude; student attitude; academic performance.

1. INTRODUCTION

Education is a systematic process that seeks to produce well balanced individuals with the requisite knowledge, skills, values, aptitudes and attitudes to become functional and productive citizens for national development [1,2]. For these reasons many countries including Ghana are motivated to improve their educational systems by introducing reforms and making projections based on the educational needs of the country.

It is worth noting that International organizations and most nations have identified Senior High School (SHS) education as an important tool for poverty alleviation, since it serves as the terminal point for tertiary education which is crucial for national development [3,1,4]. Following this unique importance of second cycle education, parents, educational practitioners, governments, and some non-governmental organisations (NGOs) are interested in the teaching and learning activities in senior high schools to the extent that they consistently resource these institutions in order to achieve maximum academic performance of students [5,6].

Academic performance is of central concern in the educational domain. Over many years a range of variables have been identified to be related to academic performance including teacher attitude, students attitude and classroom conditions [7,8,9,10,11] defined academic performance as successful accomplishment or performance of students in a particular subject area which is indicated by grades, marks and scores of descriptive commentaries. [12], defined poor academic performance as performance that is adjudged by the examiner and some significant other as falling below expected standard.

When discussing students' academic issues, teachers stand tall among the stakeholders of education. Teachers have been regarded as the essential catalysts for school improvement. They

are the driving force for students' academic development as they are the source of knowledge and agent of change [8,13]. Effective attitude employed by teachers ultimately can make a positive difference on the lives of their students. For this reason teacher effectiveness has been the interest of policy makers, educators, parents as well as pupils/students. Their effectiveness is measured by pupils' academic performance. Many people have the feeling that students who fail their examinations were taught by ineffective teachers while those who excel are taught by very effective teachers [14,15,8,7] share some views on how teachers influence students' performance in Kuala Terengganu in Malaysia. Their results suggest that good teachers create a favourable environment for students and hence schools with quality teaching were noted to have been performing better. This means that unqualified teachers in themselves serve as threat to favourable school climate. Several teacher - factors which include giving feedback to students, ensuring individual differences in teaching, using appropriate teaching learning materials, teacher's attendance to school, teacher's interest and motivation, teacher effectiveness and methods of teaching all together influence learning and eventually ensuring high academic performance of students [9,16,17].

Also [18] pointed out lack of teachers particularly in science subject as one of the main difficulties facing senior high schools in the country. He bemoaned that besides the inadequate number of teachers, there are insufficient teachers in senior high schools with appropriate teaching qualifications. Consequently, the condition has affected the quality of education. [19], opined that teaching/learning materials, the uncondusive nature of buildings, teachers' working conditions and learners' environment in Tanzanian schools can rarely enable the delivery of high quality education.

Apart from teachers, students' have a stake in their academic development and performance. It should be noted that whatever efforts that teachers exert to enhance student learning the onus lies with the students. Hence the saying 'you can lead the horse to the river but you cannot force it to drink'. Some studies reveal that pupils' attitudes contribute to low academic performance. A study in the junior high schools in the Asunafo North revealed that absenteeism and non-submission of homework by pupils contributed to low academic performance [20]. In another study, [13] found that one aspect of students' attitude that contributed to low academic performance was that they did not ask questions during lessons. The authors explained that in most cases, many students have weak academic background in English Language which is the medium of instruction in senior high schools in English speaking countries. This language is used for testing pupils' mastery of subject content and also used in examinations. Thus, limitation in English language affects students' communication in the classroom and even among their peers which has adverse effects on students' academic performance.

School physical facilities such as school buildings, classroom condition, laboratory equipment, school supplies and libraries motivate students towards learning. Literature has shown that classroom conditions have positive influence on student's academic performance. [11] found that that the quality of classroom condition is positively related to student academic performance. This finding is supported by that of [21] study which revealed that good sitting arrangement and good adequate tables and chairs produce high student academic performance, while classrooms that lack mental stimulating facilities coupled with crowded classrooms make teaching and learning very difficult. The findings of [21] and [22] pointed out that overcrowded classrooms results to poor academic performance of students. They also maintained that classroom furniture form part of the critical determinants of academic performance and those schools with limited classrooms relative to student population decreases academic performance.

1.1 Statement of the Problem

Studies contributing to students' low academic achievement in the West Africa Secondary School Certificate Examination is very crucial in that without high academic performance the

efforts made by senior high school graduates to continue their education to the tertiary level will be in vain. Reports from Nabdam District Education office in Kongo [23] on academic achievement shows that Kongo Senior High school has continually performed poorly in the West African Secondary School Certificate Examinations (WASSCE). Fig.1 shows percentages of students who fail in the core subjects (Social Studies, English Language, Mathematics and Integrated Science) from 2015 – 2019 in the WASSCE results. This meant that most senior high school graduates from this school could not qualify for any tertiary institution. This situation must change to bring some hope to the stakeholders in education in the Kongo District. Therefore, this study sought to investigate the perception of students and teachers' in Kongo Senior High School about the factors that contribute to poor academic performance of students in the WASSCE. The findings of this study will enable stakeholders in education to be aware of the cause of low academic performance of students so that the necessary strategies could be put in place to overcome or arrest those problems.

1.2 Research Questions

The following research questions were used to guide the study:

1. What teacher attitudes contribute to low academic performance of Kongo Senior High School students in the West Africa Senior High School Certificate Examination?
2. What student attitudes contribute to low academic achievement of Kongo Senior High School students in the West Africa Senior High School Certificate Examination?
3. How do classroom conditions contribute to low academic performance of Kongo Senior High School students in the West Africa Secondary School Certificate Examination?

1.3 Hypotheses

Null hypothesis 1: There is no statistically significant difference in opinions between teachers and students with regard to teacher attitude as contributory factor for low academic performance of Kongo Senior High School Students in the West Africa Senior High School Certificate Examination.

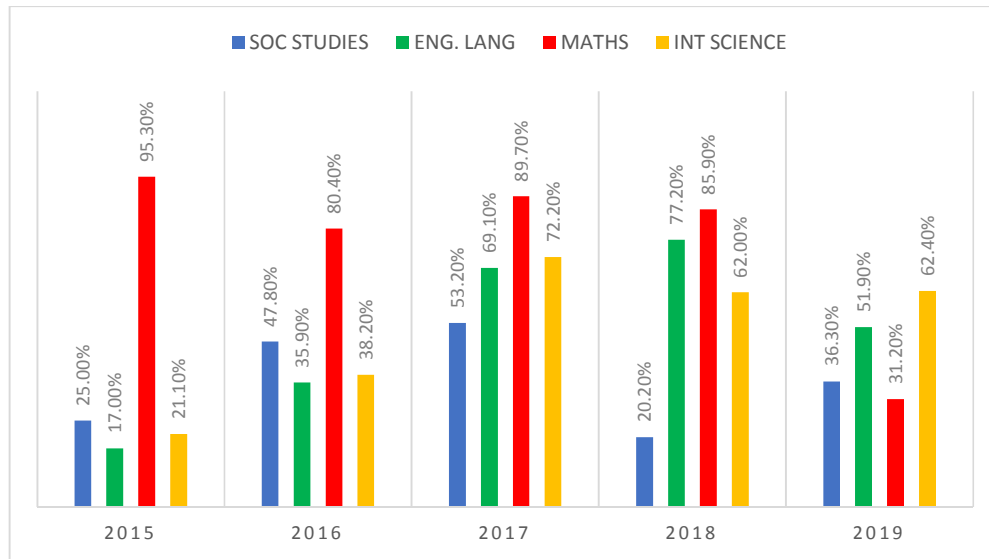


Fig. 1. Percentage of failures in the core subjects from 2015 to 2019
(Source: Kongo District Education Office, 2020)

Alternate hypothesis 1: There is a statistically significant difference in opinions between teachers and students with regard to teacher attitude as contributory factor for low academic performance of Kongo Senior High School Students in the West Africa Senior High School Certificate Examination.

Null hypothesis 2: There is no statistically significant difference in opinions between teachers and students with regard to student attitude as a contributory factor for low academic performance of Kongo Senior High School Students in the West Africa Senior High School Certificate Examination.

Alternate hypothesis 2: There is a statistically significant difference in opinions between teachers and students with regard to student attitude as a contributory factor for low academic performance of Kongo Senior High School Students in the West Africa Senior High School Certificate Examination.

Null hypothesis 3: There is no statistically significant difference in opinions between teachers and students with regard to classroom conditions as contributory factor to Kongo Senior High School students' low academic performance in the West Africa Senior High School Certificate Examination.

Alternate hypothesis 3: There is a statistically significant difference in opinions between teachers and students with regard to classroom

condition as contributory factor to low academic performance of Kongo Senior High School students in the West Africa Senior High School Certificate Examination.

2. METHODOLOGY

2.1 Research Design

In this study, the researchers employed the descriptive survey design to identify students' perceptions of the causes of low academic performance of Kongo Senior High School students in the West Africa Senior High School Certificate Examination. Descriptive research studies enable researchers obtain reliable information concerning current status of situation [24]. This design was chosen because it provided detailed information of the factors that contributed to low academic achievement of Kongo Senior High School students in the West Africa Senior High School Certificate Examination.

2.2 Population

The population of the second and third year students of the Kongo Senior High School in the 2019/2020 academic year was approximately 1,547 while the teacher population was 62.

2.3 Sample Size and Sampling Procedures

Purposive sampling method was used to select the Kongo Senior High school because it had

registered low academic performance for five continuous years. The second and third year students were also purposefully selected for the study because they had stayed longer in the school so it was assumed they could give reliable information with regard to the causes of low academic performance of students of the school. The study used simple random sampling method to select 111 students and 43 teachers so the sample size for the study was 154.

2.4 Research Instrument

The questionnaire for the study was self-designed which were administered to the teachers and students to fill. The closed ended questions had responses ranging from strongly disagree [1] to strongly agree [4]. The questionnaire was pre-tested on 15 randomly selected students and seven teachers of Bawku Senior High School to find the reliability of the instrument. The Cronbach's alpha value of the questionnaire was 0.73 which indicated that the instrument was reliable and therefore suitable for data collection for the study [25].

2.5 Data Collection Procedure

The questionnaires were personally administered to the 154 participants by one of the researchers who was a teacher in Kongo District. Participants of the study were assured that the findings of the study would be used strictly for academic purposes and the information provided by them would be treated confidentially. The return rate of the questionnaires administered was 100%.

3. RESULTS AND DISCUSSION

Mean and standard deviation were used to analyse the data for the study. Mean scores less than 2.50 meant disagree while the mean scores from 2.50 and above meant agree.

Table 1 shows that 111 respondents representing 72.08% of the sample were students while 43 respondents representing 27.92% were teachers.

3.1 Data Analyses

Research Question 1: What teacher factors contribute to low academic achievement of Kongo Senior High School students in the West Africa Senior High School Certificate Examination?

This research question was posed to find out how teachers contribute to low academic

performance of students in the Kongo Senior High School. The findings are presented in Table 2.

Table 2 shows teacher factors that contribute to low academic performance of students in the West Africa Senior High School Certificate Examination in Kongo Senior High School. It was realized from the table that all participants agreed to the statement that teachers did not give feedback regularly to students. That statement had a mean score of 2.87 and a standard deviation of 0.58. It was also realized that respondents agreed to the statement 'teachers do not give individual attention in class due to class size'. This statement also had a mean score of 2.82 and a standard deviation of 0.63. From the Table the statement which had the least mean score was 'Teachers do not use teaching and learning materials in lessons'. This statement had a mean score of 2.64 with a standard deviation of 0.75. It was revealed that participants agreed to all the statement in the table that teachers contributed to low performance of students in the WASSCE. A close look at the table showed that, 'teachers do not give feedback regularly to students on their academic assignments' and 'teachers do not give individual attention in class due to large class size' were the principal teacher factors which contributed to low academic performance of students.

Hattie and Yate [9] reveal that teachers' inability to incorporate feedback in their lesson affects learners' academic performance relative to learning outcome or goals. They argue further that lessons devoid of feedback do not allow students to have self-awareness in terms of strengths and weaknesses in their academic pursuits. The finding of the study also supports [16,17] who revealed that students become frustrated if teachers do not recognize individual differences in class to enable them provide individualized instruction by changing the pace, level and style of teaching to engage students' strengths and interests in teaching and learning.

Research Question 2: What student factors contribute low academic performance of Kongo Senior High School Students in the West Africa Senior High School Certificate Examination?

This question was posed to find out how students themselves contribute to low academic performance in the West African Senior High School Certificate. The findings are presented in Table 3.

Table 1. Sex distribution of respondents

Sex	Frequency	Percentage
Teachers	43	27.92
Students	111	72.08
Total	154	100

Table 2. Teacher factors that contribute to low academic performance of students

Statement	N	Mean	SD
Teachers do not give feedback regularly to pupils on their academic assignments	154	2.87	.58
Teachers do not give individual attention in class due to large class size.	154	2.82	.63
Teachers do not motivate students to learn when they are not in class.	154	2.74	.64
Teachers do not use teaching and learning materials in lessons.	154	2.64	.75

Table 3. Students’ attitude that contribute to low academic performance in West Africa Senior High School Certificate Examination

Item	N	Mean	SD
Inactive during lesson	154	2.55	.44
Late submission of home work	154	2.52	.71
Inability to finish class assignment	154	2.50	.76
Student absenteeism to class	154	1.82	.57
Inattentive during lessons	154	1.16	.84

Table 3 revealed that participants agreed to the item that students are inactive during lessons. This had a means score of 2.55 and a standard deviation of .44. That was followed by late submission of home work with a mean score of 2.52 and a standard deviation of .71. 'Inability to finish class assignment also had a mean score of 2.50 and a standard deviation of .76. From the table it was also realized that participants disagreed to the items, student absenteeism to class (M = 1.83, SD =.57) and student inattentiveness during lesson (M =1.16, SD =.84).

These results are in line with the findings by [20] which showed that pupils’ inability to submit their homework and their inability to actively participate in lessons were contributory factors for low academic performance of students in Asunafo North District in the Brong-Ahafo Region. The present finding that students are not active in lessons also confirms the finding of [13] study. They found that communication during lessons on the side of the pupils was problematic because they were not fluent in English Language to answer and ask questions. Pupils’ readiness especially in English language is a precursor for teaching and learning so students should be encouraged to learn and speak English very well.

Research Question 3: What classroom conditions contribute to low academic

achievement of Kongo Senior High School students in the West Africa Senior High School Certificate Examination?.

This question was posed to indicate classroom factors that contribute to low academic performance in West Africa Senior High School Certificate Examination. The findings are presented in Table 4.

Table 4 showed that respondents agreed to all the items under classroom conditions as factors contributing to low academic achievement of students. The table showed that inadequate classroom furniture contributed to low academic performance in West Africa Senior High School Certificate Examination because participants agreed to that statement with a mean score of 3.03 and a standard deviation of .48. That was followed by unequipped science laboratories for students’ use which had a mean score of 2.79 and standard deviation of .55. Lack of relevant books and poor ventilation had 2.65 and 2.64 mean scores with .81 and .65 as standard deviations respectively. These notwithstanding, inadequate classroom furniture and unequipped science laboratories for students’ were the key findings. Their mean scores of 3.03 and 2.79 were within the range of agree (2.51 – 3.25). Inadequate classroom furniture as a factor for low academic performance in this study is in line with [19] and [20] who revealed that overcrowded classroom results to poor academic

performance. The finding of this study also supports the finding of [26] which revealed that inadequate science laboratory equipment made it very difficult for pupils to learn and pass science-related subjects in examinations.

Hypothesis 1: There is no statistically significant difference in opinions between teachers and students with regard to classroom conditions contributing to low academic performance of Kongo Senior High School Students in the West Africa Senior High School Certificate Examination. This hypothesis was tested at $P = .05$. The results are presented in Table 5.

Table 5 revealed that there was no statistically significant difference in opinions between teachers and students ($t = -1.214$, $df = 152$, $p = .14$) with regard to classroom conditions as contributory factor for low academic performance of students. Therefore, the null hypothesis which stated was retained. This current finding is in line with [20] whose study revealed that students and teachers did not differ in opinions that inadequate classroom conditions contributed to low academic performance of students. This situation is not new among teachers and students in senior high schools. Some schools have inadequate tables and chairs and teaching and learning materials. Such situations are stressful for teachers and students in the teaching and learning process [21].

Hypothesis 2: There is no statistically significant difference in opinions between teachers and

students with regard to students' attitude as a contributory factor for low academic performance of Kongo Senior High School Students in the West Africa Senior High School Certificate Examination. The results are shown in Table 6.

From table 6, it was revealed that there was no statistically significant difference in opinions between teachers and students ($t = 1.44$, $df = 152$, $p = .15$) with regard to students' attitude contributing to low academic performance of students in the West African Senior High School Certificate Examinations. Therefore, the null hypothesis which stated that there is no statistically significant difference in opinions between teachers and students with regard to students' attitude as a contributory factor for low academic performance of Kongo Senior High School Students in the West Africa Senior High School Certificate Examination was retained. This finding is in line with [22] whose study revealed that teachers and students have similar opinion about students as a contributory fact to low academic performance. When students are not performing academically well, teachers are aware of that. In the same way, when students are not doing well academically, they themselves are aware of that. Students under normal circumstances want assistance from teachers. Therefore, students under normal circumstances will point out their weaknesses to teachers in the subjects where they are not performing well with the aim of getting assistance from these teachers [26].

Table 4. Classroom conditions that contribute to low academic achievement of Kongo senior high school students in West Africa senior high school certificate examination

Statement	N	Mean	SD
Inadequate classroom furniture	154	3.03	.48
Unequipped science laboratories	154	2.79	.55
Lack of relevant books in the library	154	2.65	.81
Poor ventilation	154	2.51	.62

Table 5. Summary of Independent Samples t-test results

Group	Mean	SD	Df	T	Sig (2-tailed)
Teachers	2.71	1.49	152	-1.214	.144
Students	2.65	1.41			

$P = .05$

Table 6. Summary of independent samples t-test results

Group	Mean	SD	Df	t	Sig (2-tailed)
Teachers	2.83	.36	152	1.44	.15
Students	2.75	.34			

$P = .05$

Table 7. Summary of independent samples t-test results

Group	Mean	SD	Df	t	Sig (2-tailed)
Teachers	2.48	.67	152	.113	.041
Students	3.02	.55			

P = .05

Hypothesis 3: There is no statistically significant difference in opinions between teachers and students with regard to teacher attitude as contributory factor for low academic performance of Kongo Senior High School Students in the West Africa Senior High School Certificate Examination. The results are presented in Table 7.

It was realized from Table 7 that there was a statistically significant difference between in opinions between teachers and students' ($t = 111$, $df = 152$, $p = .041$) with regard to teachers as a contributory factor for low performance of students in West African Certificate Examinations. This means that the null hypothesis was rejected and the alternate hypothesis was accepted. This finding supports [22] who revealed that teachers and students differed in opinions with regards to teachers as a factor for poor academic performance of students. The present finding is surprising because most often, teachers may not accept the blame for low academic performance of students and students may not also accept that they are the cost of their own low academic performance; there is always a blame game when students' results are not good.

4. CONCLUSION

Teachers as implementers of education, determines academic performance of students therefore their behaviour makes or mars students' level of performance in the West Africa Senior High School Certificate Examination. The evidence that teachers did not give feedback regularly to students on their academic assignments and the fact that teachers did not give individual attention in class due to large class size contribute to students' low performance in WASSCE is worrisome for students.

Students as direct beneficiaries of quality education has it as a duty to prepare for lessons. The fact that students do not take active part in lessons and also do not submit their home assignments do not auger well for their academic endeavours.

Also classrooms are meant to assist students in pursuing their academic goals so inadequate classroom furniture and lack of science equipment for students' use serve as impediment for students to achieve their academic goals. Also, teachers and students differed in their opinions that teachers were the cause of students' low performance in the WASSCE.

4.1 Implications for Education and School Guidance

The overall goal of Ministry of Education in Ghana is to provide relevant and quality education for all students to enable them acquire knowledge and skills for personal and national development. These become possible when in-service training and workshops are organized for teachers to update their knowledge in teaching profession so that issues such as feedback, recognizing individual differences in class, motivating students to learn and making used of teaching and learning materials in lessons could be addressed.

Students' academic work is enhanced if they are psychologically prepared for teaching and learning activities. Per the results of the study school counsellors can find effective ways of organizing counselling talks to address issues such as students' inactivity in class, late submission of academic assignment, absenteeism and inattentiveness in class since they are students' attitudes that contribute to low performance in core subjects in West Africa Senior High School Certificate Examination. There is no gain saying that the core subjects to a very large extent determines academic programmes students pursue in tertiary institutions so students should be assisted to change their attitudes for a better academic performance.

Students and teachers are motivated externally when their schools have beautiful classrooms, adequate classroom furniture, well-resourced libraries and a well-equipped science laboratories. These physical facilities help teaching and learning to be effective as teachers and students have what it takes to make learning more interesting and academic goals achievable.

4.2 Recommendations

Based on the Key findings, the following recommendations were made:

1. In-service training should be organized for teachers on the importance of feedback in teaching and learning for students to know how well they are doing on their subjects.
2. Similarly, the importance of individual differences in teaching and learning should be highlighted for teachers to adhere to in their lessons to ensure that each student benefit from the lesson.
3. Academic counsellors should be assigned to students to help them overcome their academic challenges.
4. Where teachers and students differ in opinions especially in academic matters stake holders of education should ensure that there is teacher-students engagement to iron out their differences and find effective means for academic improvement.
5. In addition government through the Ghana Education Service should provide conducive and well equipped learning environment for both teacher and students.

CONSENT

As per international standard or university standard, respondents' written consent has been collected and preserved by the author(s).

COMPETING INTERESTS

Authors have declared that no competing interests exist.

REFERENCES

1. Sayeed Y, Kanjee A, Nkomo M. The search for quality education in post-apartheid South Africa interventions to improve learning and teaching. HSRC Press; 2013.
2. Namale MK, Buku DK. The professional teacher: Preparation and practice. Accra: Richblank Publications; 2012.
3. Palmer R. Skills for work?: From skills development to decent livelihoods in Ghana's rural informal economy. *International Journal of Educational Development*. 2007;27(4):397-420.
4. Verspoor A. With the SEIA team. At the crossroads: choices for secondary education in Sub-Saharan Africa. Washington, DC: The International Bank for Reconstruction and Development/ The World Bank; 2008.
5. Good TL. (Ed.). 21st century education: A reference handbook (Vol. 1). Sage. Gordon; 2008.
6. Hoy WK, Sweetland SR, Smith PA. Toward an organizational model of achievement in high schools: The significance of collective efficacy. *Educational Administration Quarterly*. 2002;38(1):77-93.
7. Usaini MI, Abubakar NB, Bichi AA. Influence of School Environment on Academic Performance of Secondary School Students in Kuala Terengganu, Malaysia. *The American Journal of Innovative Research and Applied Sciences*. 2015;1(6):203-209.
8. Adediwura AA, Tayo B. Perception of teachers' knowledge, attitude and teaching skills as predictor of academic performance in Nigerian secondary schools. *Educational Research and Reviews*. 2007;2(7):165.
9. Hattie JAC, Yates GCR. Using feedback to promote learning. In Benssi, V.A., Overson, C.E., & Hakala, C. M. (eds), *Applying the science of learning in education: Infusing psychological science into the curriculum* Washington, DC: American Psychological Association. 2014;45-58. Available:<http://teachpsych.org/ebooks/asle2014>.
10. Koroye T. The influence of school physical environment on secondary school students'academic performance in Bayelsa State. *Asian Journal of Educational Research*. 2016;4(2):1-15.
11. Xyblys DH. Causes of low academic performance of pupils. Pupils' perception. *School Administration*. 2001;5:49-58.
12. Aremu AO. Academic performance 5 factor inventory. Ibadan: Stirling-Horden Publishers; 2000.
13. Wakuji M, Frakyah EU. Assessing teacher-pupil communication in basic schools. *International Journal of Educational Studies*. 2006;5:214-221.
14. Ntiamoah KB. Contemporary issues in education, (2nd ed.) Accra: Somp Publications; 2005.
15. Caprara GV, Barbaranelli C, Steca P, Malone PS. Teachers' self-efficacy beliefs as determinants of job satisfaction and

- students' academic achievement: A study at the school level. *Journal of School Psychology*. 2006;44(6):473-490.
16. Huiit W. Individual differences. The 4MAT system. *Educational Psychology Interactive*. Valdosta. GA: Valdosta State University; 2009. Available:<http://www.edpsycinteractive.org/topic/instruct/4mat.html>.
 17. Johnson D, Johnson R. An overview of cooperative learning. Ed, MN: Cooperative Learning Institute; 2009. Available:<http://wwwcooperation.org/?page=65>.
 18. Nyakyi JA. Effectiveness of regular whole-school inspection in improving the quality of secondary education. Unpublished MA dissertation. University of Dar es Salaam; 2006.
 19. Chonjo PN. The Quality of Education in Tanzania Primary Schools: An Assessment of Physical Facilities and Teaching Materials. *Utafiti (New Series)* 1994;36–46.
 20. Owusuaah E, Awumbe TT. Factors influencing low academic performance of junior high schools in the Asunafo North District in the Brong Ahafo Region. *Journal of Social Sciences*. 2014;2:136–143.
 21. Fabunmi M, Brai-Abu P, Adeniji IA. Class factors as determinants of secondary school student's academic performance in Oyo State, Nigeria. *Journal of Social Sciences*. 2007;14(3):243-247.
 22. Owoeye JS, Olatunde YP. School facilities and academic achievement of secondary school agricultural science in Ekiti State, Nigeria. *Asian social science*. 2011;7(7):64-74.
 23. Fraenkel JR, Wallen NE. How to design and evaluate research in education. (7th ed). New York: McGraw Hill Inc; 2007.
 24. Landburg J, Greener AH. Research method in education. Nairobi: Act Press; 2000.
 25. Ogunniyi MB. Teaching and Learning of Primary Science. 24th Annual Conference Proceedings of STAN. 1982;56.
 26. Namale MK. Guidance and counselling for education. Accra: Richblank Publications; 2012.

© 2021 Namale et al.; This is an Open Access article distributed under the terms of the Creative Commons Attribution License (<http://creativecommons.org/licenses/by/4.0>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Peer-review history:

The peer review history for this paper can be accessed here:

<http://www.sdiarticle4.com/review-history/68258>