

Causes of Subpar Academic Achievement of Public Basic Schools with Emphasis on Basic Education Certificate Examination (BECE): A Case Study of Sagnarigu Municipality in Northern Region, Ghana

Amuzu Saviour¹, Abdulai Salifu Izudeen², Habiba Abu³, Edmond Ankalibazuk⁴, James Gbandan Konzabre⁵

¹Social Sciences Department, Bagabaga College of Education-Tamale, Box 35ER, Northern Region, Ghana-West Africa

²Social Science Department, Bagabaga College of Education-Tamale, Box 35ER, Northern Region, Ghana-West Africa

³Social Sciences Department, St John Bosco's College of Education, P. O. Box 11, Navrongo-Upper East Region, Ghana-West Africa

⁴Social Sciences Department, Bagabaga College of Education-Tamale, Box 35ER, Northern Region, Ghana-West Africa

⁵Social Science Department, St John Bosco's College of Education, P. O. Box 11, Navrongo- Upper East Region, Ghana-West Africa

Amuzu Saviour , Abdulai Salifu Izudeen, Habiba Abu, Edmond Ankalibazuk , James Gbandan Konzabre (2022) Causes of Subpar Academic Achievement of Public Basic Schools with Emphasis on Basic Education Certificate Examination (Bece): A Case Study of Sagnarigu Municipality in Northern Region, Ghana, *British Journal of Education*, Vol.10, Issue 13, pp.33-44

ABSTRACT: *The study was set up to determine the causes of poor academic achievement in the Basic Education Certificate Examination (BECE) in the Sagnarigu Municipality in Tamale, Northern Region, Ghana. The study sought to identify the contributing causes of such subpar learning outcomes and to provide some policy interventions to address them. For the study, two research questions were established. Data collection and analysis were done using a qualitative approach. In relation to the basic schools in the Sagnarigu Municipality, the study's accessible population included students, head teachers, teachers, parents, and municipal examination officers. As data sources, interviews and historical records were used. The researcher used the case study technique because he wanted to clearly understand why Sagnarigu Municipality students perform poorly on the BECE examination. Twenty (20) Junior High Schools were chosen purposively from the Municipality. The sample size was also chosen using a random sampling technique and included (10) head teachers, (20) teachers, (20) parents, (20) students, and (2) municipal education examination officers, making a total of (72) participants. The study discovered that the low academic accomplishment in the BECE was mostly caused by all inputs and processes, including teachers, the school environment, parents, and the students themselves. The highlighted school environmental problems included a dearth of teachers with advanced degrees, a lack of suitable physical and material resources to support teaching and learning, and teachers abusing their time spent in direct contact with students. Instances of routine tardiness and absenteeism to school, inability to complete the curriculum and inadequate exercises, assignments, and projects given to students, as well as low/inadequate motivation and pay from the employer, were found to be teacher factors that contributed to the low academic achievement.*

The student traits that I considered relevant included instances of tardiness and absenteeism, lack of parental or guardian support for homework at home, involvement in vices like internet fraud also known as "yahoo" or "game guys", going to movie theaters and dance clubs, and drug usage. Parents' inability to offer reading materials like textbooks and supplemental readers, their lack of engagement with their children's instructors, and their lack of participation in PTA activities were all factors in the home that affected students' academic performance. Given the foregoing, the study came to the conclusion that all stakeholders—including the government, nongovernmental organizations, teachers, parents, and students—must play their respective parts in addressing the causes of low achievement in the basic schools under consideration in the Sagnarigu Municipality.

KEYWORDS: Absenteeism, low academic achievements, stakeholders, Basic Certificate Examination, Ghana Education Service

INTRODUCTION

Education is one of the tools for the integration of society and for the realization of personal development, national consciousness, and promotion of unity, economic, political, scientific, cultural and technological development (Paula Varaidzai Makondo & Davison Makondo, 2020). In an effort to achieve the goals of the Free Compulsory Universal Basic Education (FCUBE) policy and the provision of Education for All (EFA) agenda, the government of Ghana has implemented helpful strategies to promote enrollment, daily attendance, and retention of students in basic schools across the nation. Among these tactics are the school feeding program (SFP), the establishment of the capitation grant per child enrolled, the provision of teaching and learning materials, school uniforms, free exercise books, free pads for females, and free sandals. In order to encourage teachers and guarantee that its students receive high-quality education, the government has also established best teacher awards and other teacher career development programmes (<https://www.myjoyonline.com/>, 2018). Despite these successes, the education sector and its stakeholders still has a lot of work to do to improve academic performance, particularly in the BECE. The Sagnarigu Municipality in Ghana's Northern Region serves as a prime example. The poor academic achievements of students in the Sagnarigu Municipality have been a concern for the municipal assembly over the past few years. The public basic schools in the municipality have performed consistently poorly in the Basic Education Certificate Examinations (BECE). Centre for Active Learning and Integrated Development (CALID) (2013-2017) and a BECE analysis (2018-2020) published by Ghana Education Service reported that:

The Sagnarigu Municipality in the Northern Region of Ghana has consistently performed below average on the annual Basic Education Certificate Examination (BECE). The results gives the following appalling picture in the municipality's BECE scores from 2013-2020 as 49.47%, 45.25%, 41.07%, 42.45%, 45.20%, 34.58%, 38.20%, and 36.65% respectively. Sagnarigu Municipality, with all the amenities, placed ninth out of 26 MMDAs at the regional level and 125th out of 216 MMDAs at the national level in the BECE (CALID, 2018, GES, 2020).

Edward Brenya et al (2021) blamed a lack of effective management and monitoring at schools, teachers' lack of enthusiasm, and an insufficient supply of qualified teachers to fill empty classes for the occurrence. They further discovered that a number of variables, including intelligence, bad study habits, achievement motivation, a lack of career ambitions, low self-esteem, low socioeconomic level of the family, poor family structure, and anxiety, affect academic performance. In my opinion, it goes without saying that a number of factors may interact to cause students to perform poorly academically in school. Therefore, it is crucial to not only conduct an empirical study on the factors that contribute to students' poor academic achievements but also to look for possibilities and provide solutions to support ongoing initiatives to raise students' academic achievement generally. Therefore, it would be worthwhile to look into the reasons behind such poor achievements.

Statement of the Problem

The purpose of education is to equip the citizenry with values, skills and knowledge to reshape their society and eliminate inequality. The students' performance (academic achievement) plays an important role in producing the best quality students who will become great leaders and manpower for the country. They are thus responsible for the country's economic and social development. Grades awarded to individuals at the end of an academic study are important indicators of ability and productivity when those individuals are looking for their first jobs. In fact, a person's education is closely linked to his/her life chances, income and wellbeing (David Baidoo-Anu, 2018).

High academic achievements, as determined by test scores, are one of a school's main objectives. The intention behind it all is to improve strong academic achievement. Stakeholders have expressed concern over the past few years regarding the low academic performance of students in the Sagnarigu Municipality. On Friday, November 12, 2021, the Sagnarigu Youth Parliament (SYP) speaker, Mr. Issahaku Abdul-Latif, noted that the performance of students at the basic level in the Northern Region, and Sagnerigu Municipality in particular, was worrying. The seminar was the culmination of a month-long sensitization exercise carried out by the SYP to motivate and encourage the young candidates to believe in themselves. He added that;

"Our BECE outreach program, dubbed "BECE Outreach Program 2021," is coming to a close today. Its goal is to inspire, motivate, and encourage our younger siblings in the Junior High Schools throughout the Municipality who are preparing for their final year BECE exams to work hard in their studies in order to succeed on the exam. Due to the municipality's underwhelming performance throughout the years, this has become necessary".

This is supported by a review of the BECE rankings for the Northern Region from 2013 - 2020. The Sagnarigu Municipality in the Northern Region of Ghana has consistently performed below average on the annual Basic Education Certificate Examination (BECE) for eight (8) years running. The municipality's BECE scores from 2013-2020 were 49.47%, 45.25%, 41.07%, 42.45%, 45.20%, 34.58%, 38.20%, and 36.65% respectively. Sagnarigu Municipality, with all the

amenities, placed ninth out of 26 MMDAs at the regional level and 125th out of 216 MMDAs at the national level in the BECE (CALID, 2018, GES, 2020).

The pathetic situation in the Sagnarigu Municipality has alarmed the municipal assembly and the assembly has been seeking ways to research into the causes of the poor academic performance in the municipality. It is in light of the above that the researcher saw a need to investigate and find out the major causes of poor academic performance in the basic schools in the municipality with a view of suggesting mitigation strategies to ease the situation.

Research Questions

The following research questions were formulated to guide the study;

1. What are the causes of low academic achievements of pupils in the BECE?
2. What policy interventions and mitigation strategies could be applied to curb the incidence of low academic achievements among pupils?

LITERATURE REVIEW

Theoretical Framework

The input-output model for the System's theory served as the foundation for the theory that this study will use as its guidance. The theory holds that a structured enterprise does not exist in a vacuum; rather, it depends on the environment in which it is founded (Koontz & Wehrich, 1988). They continued by saying that the organization takes in inputs from the environment and converts those inputs into outputs. According to the study's adaptation, students (Inputs) from various social, cultural, and economic backgrounds are admitted to Basic Schools. Once they are enrolled there, the school's administration transforms them through the process of teaching and learning, and the students' output is demonstrated by their academic achievement on their terminal or final examination (BECE).

The Concept of Basic Education

11 years are spent on basic education. The curriculum, which is free and required for students aged 4 to 15, is described as "the minimum period of schooling needed to ensure that children acquire fundamental literacy, numeracy, and problem-solving skills, as well as skills for creativity and healthy living." It has three divisions: kindergarten, elementary school, and junior high school (JHS), which is where the Basic Education Certificate Examination takes place (BECE). (<https://www.k12academics.com/Education>).

"Basic education is the first step in trying 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 International Commission on Education for the Twenty-first Century stated. The idea of basic education has caused the right to education to be viewed as encompassing "lifelong learning in addition to initial or basic education" (UNESCO, 1996).

The Jomtien Declaration, which was published in 1990, expanded the definition of basic education to include giving students the tools they would need to meet their future social and personal requirements. Thus, basic education affords the possibility to give kids the appropriate path to continue learning at higher levels, and for those who can't, it gives them the chance to gain job-related skills (Oduro, 2000). Basic education in the proper sense is defined as an action designed to address students' fundamental learning needs. It must also take into account students' actual needs, interests, and difficulties as they relate to the learning process. Ghana's basic education program lasts eleven years, spanning two years for kindergarten, six years for primary school, and three years for junior high and secondary school (MoE, 2008).

The Concept Low Academic Performance

According to Asikhia (2010), subpar academic achievement is any effort that is not up to the required standard. According to Aremu & Sokan (2003), low academic performance is defined as a performance that is deemed by the examinee and/or other significant to be below an expected standard. In a similar vein, Okoye (1982) defines bad academic performance of the candidate as failure to meet a predetermined standard of performance in a certain evaluation exercise, such as a test, an examination, or series of continuous evaluations.

A candidate is thought to have performed poorly academically in school if their score falls short of the benchmark. Academic failure has serious consequences for society, including a shortage of labour in all sectors of the business and politics, in addition to being frustrating for students and their parents (Aremu 2000).

Causes of Low Academic Performance in Basic Schools

a. The Internal School Factors

The internal school elements that significantly affect students' academic performance in class include: teachers' motivation, class sizes, textbook accessibility, school discipline, and students' attitudes toward learning. Effective supervision, the availability of physical facilities, as well as teaching and learning resources, are some important internal aspects. (Mushtaq & Khan, 2012) Other concerns related to the school environment that have been recognized include the dearth of teachers with advanced degrees, the poor quality of the instructional materials used, the abuse of student interaction time, and the ineffective oversight of schools by outside supervisors. The teacher elements that were discovered to be responsible for the students' poor academic performance were instances of tardiness and absenteeism, inability to finish the curricula, and inadequate assignments given to students. Significant student characteristics included instances of tardiness and absenteeism, lack of home study support, and usage of the local tongue in the classroom.

b. Home Conditions or Parental Support Variables

Parents' inability to provide textbooks and additional reading materials, their children's teachers' lack of interaction with them, and their lack of involvement in the Parent Teacher Association are

all factors related to the home environment or parental support that contribute to students' poor academic performance.

Edward Brenya et al (2021) blamed a lack of effective management and monitoring at schools, teachers' lack of enthusiasm, and an insufficient supply of qualified teachers to fill empty classes for the occurrence. In a similar vein, David Baidoo-Anu (2018) discovered that a number of variables, including intelligence, bad study habits, achievement motivation, a lack of career ambitions, low self-esteem, low socioeconomic level of the family, poor family structure, and anxiety, affect academic performance. In our humble opinion, it goes without saying that a number of factors may interact to cause students to perform poorly academically in school.

METHODOLOGY

The qualitative research strategy is the main methodology for this study. The major goal of the qualitative method was to obtain understanding of the issue of poor BECE performance in the Sagnarigu Municipality. The goal of qualitative research is to gain a thorough understanding of human behavior and the factors that influence it. According to Simofrosa & Rosemay (2015), qualitative researchers should observe individuals in their natural environments to understand how their experiences and behaviors are influenced by the social, economic, cultural, and physical contexts in which they live. A qualitative method only yields information on the specific cases under study. To a limited extent, the qualitative approach was employed to ascertain the frequency and prevalence of beliefs and perceptions regarding the poor BECE performance of students in the study area. A case study research design was used in the study. A case study is a type of research that focuses on a particular topic to access the real-world situations where an issue is evident (Punch 2000:15). It is a thorough investigation into a particular person, team, or organization in a particular setting. The researcher needed a comprehensive knowledge of the causes and mechanisms behind the issue of poor academic outcomes; hence the case study design was employed. Head teachers, teachers, students, parents, and Municipal Education Exams Officers made up the study's population. In the municipality where the issue was common, (20) junior high schools were chosen purposively from a total of (42) junior high schools. Purposive sampling looks for people and places that can best provide the pertinent data required to respond to the study questions posed (Cresswell, 2013). A total of (72) people made up the sample size, including (10) head teachers, (20) teachers, (20) parents, (20) students, and (2) district education examinations officers. Interviews were the main instrument used to acquire the data. This made sure that first-hand data was gathered for thorough investigation of the issue. To guarantee data quality, several tactics were employed. By regularly reviewing the data that had been gathered from the field, the researcher gave remote instruction on data quality assurance. Secondary data from books, journals, textbooks, and the internet were also employed in the study.

DISCUSSION OF RESULTS

Low academic accomplishment of students in the final BECE is a real problem, according to interviews with the majority of the participants. The poor rate of performance, particularly among students, was compounded by a number of nearby and faraway variables. These comprised:

Lateness and Absenteeism

According to head teachers' and parents' reactions to the BECE results, there is a significant link between persistent tardiness and absence and academic performance. Furthermore, the impact of tardiness and absence on student results is demonstrated by head teachers' comments. This indicates that the low academic success of the students was a concern for both head teachers and parents who considered that tardiness and absenteeism on the part of both teachers and students had a substantial impact. This supported the argument made by Fiaveh et al. (2011) that the way certain public school teachers and administrators approach their jobs does not improve the learning process for students. This results also supports Boateng's (2003) claim that the teacher determines whether the program is successful or unsuccessful. According to Oduro & MacBeath (2003), the main problems in this situation are a lack of professional standards, a lack of support and oversight from educational authorities, and cultural pressures on instructors.

On the issue of lateness and absenteeism, a head teacher in one of the Junior High Schools said:

Habitual lateness and absenteeism on the part of teachers are to blame for the low academic outcomes of pupils in the municipality. As a result, most teachers are not able to complete the strands in the curriculum before the pupils sit for their final BECE.

However, teachers deny the fact that they are contributory factors to the problem. Nonetheless, it appears lateness and absenteeism among teachers still exists.

Another head teacher said:

In my school, I record very few passes because most teachers failed go by the lesson notes they have prepared in the teaching learning discourse. To a large extent, the few that use their lesson notes failed to evaluate their lessons and give feedback after they have taught in order to ascertain the extent to which their pupils have understood the topic taught.

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

Inadequate Structural and Material Resources

Data from participant interviews revealed that logistical limitations also had a role in the poor BECE results for students. The replies from head teachers, teachers, students, and parents regarding the findings suggested that there is a significant correlation between students' academic

success and the accessibility of learning materials. Additionally, students' replies in relation to the BECE results demonstrated the importance of having access to learning resources on academic success. Invariably, students' perceptions of this area's weaknesses had a strong relationship with the results, which had an effect on the schools' overall poor accomplishment levels.

A head teacher stated: "The severity and frequency of low achievements are as follows:

Inadequate logistics such as current textbooks, lesson notes books, chalk, teaching and learning resources etc and the long delay in their arrival to the schools by the Ghana Education Service (GES) account partly for the low pupils achievements in the BECE.

Further discussions with participants suggested that insufficient instructional resources were another factor contributing to the low academic attainment of students in the municipality. A teacher claimed that many of the municipal schools lacked the necessary equipment, including textbooks and other instructional resources, particularly for technical skills and drawing. The majority of the students, he continued, haven't even seen some of the drawing tools. This supports the statement made by Kombo (1988) that "we retain 20% of what we hear and 50% of everything we both see and hear." According to this perspective, using a range of instructional tools could be advantageous for students because it will considerably increase their chances of seeing, comprehending, and remembering the subject matter.

From the aforementioned, it seems that logistics that support teaching and learning, when not delivered on time and adequately, can significantly negatively impact students in their final exams. According to the information above, when suitable logistics are delivered on time, they will improve teaching and learning, leading to good performance.

Pupils Attitude towards Learning

Learning is influenced by attitude, which can either help or hinder learning. Some of the teachers in the Municipality claim that students lack the time necessary for their studies. A teacher provided the researcher with proof of several cell phones that were taken from JHS one and two students who were using them to commit online fraud while at school. While instruction and learning take place in the classroom, some of these students engage in online communication on Facebook and WhatsApp. Some parents, the teacher continued, don't care about their children's education. As a result, some students stay up late watching television without reviewing their notes. He also attributed the poor academic performance of students to some of the pastors, spiritualists and Muslim clerics who profess to have spiritual powers. The majority of the population in Sagnerigu is Muslim. These students believed that if they could recite the words of the Quran very well, they would be able to pass their exams with ease, according to some of their Muslim clerics. The majority of students stopped taking their academics seriously as a result of this mindset. Therefore, it is assumed that students are more likely to perform poorly when they focus more on other matters than their studies.

Indiscipline among Pupils

Students' lack of discipline is another significant causal element contributing to their poor BECE performance. Parents, teachers, head teachers, and even students have all expressed that there is no longer a passion for learning among kids. The majority of participants also mentioned drug misuse, adolescent pregnancies, dance halls, and movie theatres as prevalent acts of indiscipline in their schools that have a negative impact on students' academic success. These are crucial for students' academic performance, according to the participants. They do these things on purpose because they are aware that no disciplinary action will be taken against them at their various schools because Ghanaian schools have banned physical punishment, which was instituted by the colonial overlords to instil discipline.

According to a teacher in one of the junior high schools;

The attitude of irresponsible parents attacking teachers when their children are given punishment of a sort 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.

The aforementioned debate supports a study conducted by Awulugutu (2006) opined that without discipline, it is impossible to make any substantial advancement in life. Discipline, according to him, it is the key that opens the door to success, happiness, and prosperity and makes one's aspirations come true.

Poor Parental Control

In the schools under investigation, head teachers, students, and teachers all asserted that parents alone are to blame for their wards' poor academic performance. They claim that the majority of students arrive at school without any pocket money. A teacher said:

Parents do not show much interest in interacting with their wards teachers to know the extent of their wards performance in school.

Another head teacher said:

Most parents do not attend PTA (Parent Teacher Association) meetings to discuss pertinent academic issues concerning their wards.

A pupil during the interview said:

My parents failed to provide me with appropriate learning materials such as exercise books, text books, school uniform etc and I am about to write my BECE. How am I going to get good grades so that I can continue my education to the SHS? I think my parents do not simply care about my education.

The result is consistent with Domina & Knipprath's (2005) conclusion that children appreciate their education when they perceive their parents' involvement in it. Despite the government's and

parents' efforts to raise student achievement, it occurs to me that these efforts are not having much of an impact because student achievement is still declining.

Teachers' Motivation (Intrinsic and Extrinsic)

When it comes to students' learning results, low teacher motivation at all levels of the educational system has been noted as a significant obstacle. Interviews with heads of junior high schools, teachers, parents, and students revealed that low motivation was a contributing factor to teachers' poor performance in the teaching-learning discourse, which in turn contributed to students' poor academic performance in the BECE.

Teachers who participated in the interviews all agreed that they would be motivated to continue teaching if their employer took a closer look at their compensation package, which includes their salary, other benefits, and opportunities for advancement.

One of the teachers further said:

Until such a time that our plight as in welfare is taken a serious look at by our employer, very little can be done to curb this challenge.

The works of Mulyasa (2006) claimed that work motivation does influence instructors' work performance, confirm this teacher's opinion. Additionally, it is consistent with Aacha (2010) who came to the conclusion that employers should not ignore either set of intrinsic or extrinsic motivations for employees, including teachers.

The aforementioned exchanges demonstrate that teachers are not particularly happy with the motivation provided to them by their company. They believe that in order to improve learning results, the employer must look at the employee's motivational package, in this case the teachers.

Ineffective Supervision of Schools by School/Circuit Supervisors

Poor supervision is a major contributor to students' poor academic performance in the BECE. One of the teachers claims that circuit/school administrators are mainly concerned about teachers' ability to write lesson notes, not with how well a teacher delivers his or her lessons in class. The academic achievements of students would improve, he continued, if supervisors were concerned about how effective a teacher is in the classroom, how frequently he or she assigns exercises, projects, quizzes, and assignments, as well as how often they are marked and provided with feedback. He made the case that higher performance can be enhanced by low teacher absenteeism and high levels of group participation in curricular instruction preparation. These support Campbell's (1986) claim that stable academic performance and academic performance improvement require competent and efficient management of curriculum and instruction in educational institutions..

RECOMMENDATIONS

The following recommendations have been made in light of the findings:

1. Schools should implement an appropriate advice and counseling system so that students can rediscover their passion in learning.
2. Parents ought to fulfill their obligations. In order to keep their wards in school and ensure a better future for both them and their communities, they should be encouraged to take an active interest in their education.
3. It would be wise for the government, NGOs, and PTA to build learning facilities in our schools. Chalk, textbooks, registers, exercise books, and other supplies should be made available in basic schools by the government and non-governmental organizations that operate in the field of education to encourage students to stay enrolled and learn for a better future.
4. To reduce tardiness and absenteeism, circuit supervisors should be given access to transportation so they may visit the schools under their supervision at least twice a week.
5. Teachers who frequently miss class without justification should have their pay frozen or be fired from the teaching profession.
6. To encourage teachers to continue their education, employers should provide them promotions, raises in pay, and other benefits.
7. In order to ensure that students acted appropriately both at home and in school, parents and teachers should put in place safeguards.

REFERENCES

- Aacha, M. (2010) *motivation and performance of primary school teachers in Uganda; A case of kamaanya kyabakuza division, masaka district*. Master of Arts in social sector planning and management of makerere university, Uganda 90pp.
- Aremu, A. O. and Sokan, B. O. (2003), *A Multi-Causal Evaluation of Academic Performance of Nigerian Learners: Issues and Implications for National Development*. Department of Guidance of Counseling, University of Ibadan, Ibadan. 89pp
- Asikhia O. A. (2010), *Students and teachers' perception of the causes of poor academic performance in Ogun state secondary schools: Implications for counselling for national development*. In *European Journal of Social Sciences* 13(2): 229 - 242.
- Awulugutu, R. K. (2006). "Discipline the master key of success". *The Mirror, March, 04/03/2006*, p.37
- Boateng, T. A. (2003). "Factors affecting academic performance of students in some selected unior Secondary Schools in the Kumasi Metropolis". *Research on Humanities and Social Sciences* *www.iiste.org ISSN (Paper) 2224-5766 ISSN (Online) 2225-0484 (Online) Vol.4, No.9, 2014 17*
- CALID, (2018). Sagnarigu Municipal score below 50% at annual BECE.
- Creswell, J. W. (2013). *Educational Research: Planning, Conducting and Evaluating*. New Jersey: Upper Saddle River.

- David Baidoo-Anu (2018) Perceived School Environmental, Home Conditions and Academic Performance of Junior High School Students in Asikuma-Odoben-Brakwa District, Ghana. *Journal of Education, Society and Behavioural Science* 24(2): 1-7, 2018; Article no.JESBS.39617
- Domina, T, (2005) *leveling the home advantage: Assessing the effectiveness of parental involvement in elementary school*. *Sociology of education*, 78:233-249
- DCSF. (2008), *Impact of Parental Involvement on Children's Education*. London: DCSF Publications
- Edward Brenya, et al (2021) Assessing the Effects of Regimented Administrative Structure of Education on Pupils Academic Performance of Basic Schools in Military Barracks, Ghana. *Journal of Social and Development Sciences (ISSN 2221-1152) Vol. 12, No. 1, pp. 25-35*
- GES (2020) BECE Analysis (2018-2020), Sagnarigu Municipal Education Office
- Koontza, H.& Weihrich, H. (1988) *management*. New York: McGraw-Hill. Chicago
- Ludwig, V. B. (1952) *problems of life: An evaluation of modern Biological Thought*. Chicago press
- Ministry of Education, Science and Sports (2008), *Preliminary Education Sector Performance Report*. Accra: Ghana Ministry of Education
- Mulyasa, E. (2006) *implementation of school based curriculum (KTSP) for the teaching of English as a foreign language: SMPN 102 Jakarta*.
- Mushtaq, I., & Khan, S. N. (2012). Factors Affecting Students Academic Performance. *Global Journal of Management and Business Research*.
- Okyerefo, M. P. K., Fiaveh, D.Y., & Lamptey, S. N. L. (2011). Factors prompting pupils' academic performance in privately owned junior high school in Accra, Ghana. *International Journal of Sociology and Anthropology*. Vol 3(8), pp 280-289.
- Oduro G. K. T., & MacBeath, J. (2003). Traditions and tensions in leadership: The Ghanaian experience. *Cambridge Journal of Education*. 33, (3), 442-455.
- Paula VaraidzaiMakondo & Davison Makondo (2020) Causes of Poor Academic Performance in Mathematics at Ordinary Level: A Case of Mavuzani High School, Zimbabwe. *International Journal of Humanities and Social Science Invention (IJHSSI) ISSN (Online): 2319 – 7722, ISSN (Print): 2319 – 7714 www.ijhssi.org //Volume 9 Issue 6 Ser. I // June 2020 // PP10-18*
- Punch, K. F. (2000). *Developing Effective Research Proposals*. London: Sage Publishers.
- UNESCO. (2007). *Operational Definition of Basic Education Framework*. UNESCOWorld Conference on Education for All, Meeting Basic Learning Needs, Jomtien, Thailand, 1990, World Declaration on Education for All, Article 1, New York, Inter-Agency Commission (UNDP, UNESCO, UNICEF, World Bank) for the World Conference on Education for All, 1990.
- [https://www.k12academics.com/Education%20Worldwide/Education%20in%20Ghana/structure-formaleducation#:~:text=Basic%20Education%20lasts,Certificate%20Examination%20\(BECE\).](https://www.k12academics.com/Education%20Worldwide/Education%20in%20Ghana/structure-formaleducation#:~:text=Basic%20Education%20lasts,Certificate%20Examination%20(BECE).)
- <https://www.myjoyonline.com/education-officer-urges-free-sanitary-pads-for-school-girls/#!>