

Factors Affecting Academic Performance in Social Studies Among Students in Selected Public Junior High Schools in Hohoe Municipality, Ghana

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ABSTRACT: *The study sought to investigate the factors affecting academic performance in Social Studies among public junior high school students in Hohoe Municipality in the Volta Region of Ghana. It adopted Ecological systems theory by Urie Bronferbrenner (1979). A quantitative (positivist) methodology with a descriptive cross-sectional survey design was used for the study. The three public junior high schools were obtained through the use of a purposeful sampling approach. Additionally, a random sampling procedure was employed to select 180 students from the three chosen schools. Structured questionnaires were used as instrument for data collection. With the aid of the version 25 of the Statistical Product for Service Solution (SPSS), descriptive statistics (mean and standard deviation) were used to analyse the data. The findings of the study revealed that students' home characteristics including parents' great interest in their children's education and involvement in household tasks had had an impact on their academic performance in Social Studies. Academic performance was also found to be influenced by criteria related to the teachers, such as their professional training, teaching experience, subject-matter expertise, positive relationships with their students, and completion of the Social Studies curriculum. It was recommended that the Ministry of Education and Ghana Education Service provide guidance and counselling systems in the public junior high schools in the Municipality as well as schedule regular and thorough in-service training and workshops for the headteachers and teachers to enable them advance their knowledge, skills, and experiences in instructional pedagogies.*

KEYWORDS: Social Studies, academic performance, public junior high schools, home factors, teacher factors

INTRODUCTION

The development of any country is dependent on the quality of formal education available to its citizens and population from time to time in a consistent and organized manner and the human resource capacity of a nation largely determines or projects the rate of development of that nation (Taiwo & Ajiboye, 2016). It is believed that for any nation to truly develop, its workforce must be trained and skilled to meet the growing demand of the continuously expanding economic and social development of the country (Ako & Ojone, 2018). Education is therefore the bedrock of accelerated development. Through quality education, a wide variety of intellects and skilled labour is produced across the various fields of discipline. It is this inevitable phenomenon that societies transfer information and knowledge gathered to the younger generation to preserve customs and traditions.

The 1992 Constitution of Ghana gives more strength, weight, value and effectiveness to basic education through the enactment and implementation of Free Compulsory Universal Basic Education (FCUBE). As part of the policy, the Capitation Grant was introduced to eliminate the payment of fees while the introduction of the School Feeding Programme (SFP) is also to supplement the needs of learners at school. This has given a positive boost to basic education especially enrollment and management practices to improve academic performance in schools. Currently, in Ghana, the basic school education that prepares students for the West African Examination Council (WAEC) examinations for the award of BECE Certificate includes Kindergarten, Primary School and Junior High School (JHS) for completion of a full Basic Education Programme. A total of nine (9) subjects are studied in Ghanaian Basic Schools out of which four (4) subjects are classified as Core Subjects which include Social Studies, Mathematics, Integrated Science and English Language.

Academic Performance refers to a successful accomplishment in a particular subject area or a group of subjects usually indicated by grades, marks and scores of descriptive commentaries. The academic performance of a school is one of the main actors of the increase in enrolment and prestige of both the school and its products because high-quality basic education is of great concern to many parents these days and pragmatically affects selections of schools for their children. Social Studies is one of the equally important and core subjects that students must pass to enable them to go through the Computerized School Selection and Placement System (CSSPS) used by the School Placement Secretariat of the Ghana Education Service in recent times. It is worth worrying that

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the academic performance of pupils in public JHS in the Hohoe Municipality in Social Studies is unsatisfactory.

Stakeholders have expressed concern over the past few years regarding the academic performance of pupils in Hohoe Municipality. This remark is supported by an analysis of the BECE results from the schools from 2016 to 2019. There are factors influencing students' academic success in social studies, according to a review of the BECE results for Hohoe Municipality from 2016 to 2019. There has been a notable worst academic performance in Social Studies in these schools. The analysis of the BECE results obtained from the Hohoe Municipal Education Office from 2016 to 2019 in three selected schools indicates that the pass rates for Social Studies in the BECE have been inconsistent and not encouraging. This is shown in the data provided in Table 1.

Table 1: Failure rates for Social Studies

Selected Schools	Year			
	2016	2017	2018	2019
Hohoe Adabraka JHS	86.7	78.6	33.3	72.7
Fodome-Xelu R.C JHS	96.3	84.9	48.5	75.0
Wli-Todzi L/AJHS	92.9	97.1	22.2	56.2

Source: GES, Hohoe Municipal Education Office (2021).

From the data in Table 1, the academic performance of students of the selected schools who partook in the WAEC examinations for the BECE certificate is diverse for the years 2016 to 2019 for the study. The data shows that the academic performance of the students has not been encouraging. These clearly show that academic performance has not been very favourable in the Municipality.

Research studies available indicate that socio-economic factors like, family income, and parents' level of education affect academic performance of the student (Raychaudhuri et al. 2010). The socio-economic background of students is home factor that affects their academic performance (Alam et al. .2014). Similarly, Banik and Kumar (2019) indicated from a study that effort, motivation, willingness to study, and socio-economic variables such as, family income and parents' education affect academic performance of students. According to Alos et al. (2015), having qualified teachers in the teaching profession is crucial, and the success of any programme depends on the teacher's aptitude for the job. Dewett (2007) also said that effective teachers are always looking for strategies and teaching resources that would make learning relevant. As a result,

a teacher's subject-matter expertise and access to other educational resources have a significant impact on student learning. Similar to this, Heinesen (2010) argued that teachers' competency in choosing effective teaching methods is crucial for raising students' academic performance. More specifically, Abbasi and Mir (2012) reaffirmed that students' academic performance is significantly influenced by the teaching staff's ability. A teacher who lacks both the academic and professional teacher qualifications will surely have a negative impact on teaching and learning, according to Agyemang (1993).

Clearly, there are many possible factors accounting for poor academic performance in social Studies. This situation raises questions about what factors affect the academic performance of students in Hohoe Municipality. Though the Hohoe Municipal Assembly, in collaboration with the Hohoe Municipal Education Directorate have taken some steps such as remedial classes, and periodic instructional supervision to address this problem. Unfortunately, it appears not much has been done in terms of research to ascertain the factors responsible for such academic performance. This, therefore, calls for attention and action.

The following research questions guided the study.

1. What home factors affect the academic performance of students in Social Studies in selected Junior High Schools in the Hohoe Municipality?
2. What teacher factors affect the academic performance of students in Social Studies in selected public Junior High Schools in the Hohoe Municipality?

The findings of this study would assist to shed more light on the academic performances of JHS students in Social Studies in the Hohoe Municipality, particularly in the three Selected Junior High Schools, and would help to give important information. The study would also help identify some educational variables that affect how well JHS students in the Hohoe Municipality and the three Selected JHSs perform academically in Social Studies. This would allow the stakeholders to develop potential strategies for enhancing students' academic performance, particularly by inspiring them to study social studies. Additionally, it would work as a tool to direct and empower instructors toward appropriate methods for Social Studies teaching and learning, particularly in the Hohoe Municipality. The study would also contribute to the body of knowledge already available on the elements that influence students' academic achievement in Ghanaian social studies. The results of this study may help formulate policies that emphasize the necessity of fostering good supervisor-supervisee relationships and demand frequent, required supervision sessions.

LITERATURE REVIEW

Ecological systems theory, advanced by Urie Bronfenbrenner, was used in this study. To characterize and comprehend human development within the framework of the network of relationships that makes up an individual's environment, he created the ecological systems theory. The environment, according to Bronfenbrenner's original idea (1979), is made up of four layers of systems that interact in intricate ways and can both influence and be influenced by a person's growth namely Microsystems, Mesosystems, Ecosystems, and Macrosystems.

Microsystem refers **to** the pattern of activities, roles, and interpersonal relationships that a developing person engages in a specific setting with specific physical and material features and that also contains other people who have other individuals with specific temperamental, personality, and belief characteristics are known as the microsystem (Bronfenbrenner, 1995).

The mesosystem involves bi-directional influences between these numerous structures, just as the direction of influence between the school and each structure within the Microsystems is bi-directional. The interactions and dynamics between two of a school's microsystems, the students and parents, serve as an illustration of the mesosystem of that particular institution. Parental expectations for their children's performance in school and extracurricular activities can frequently produce a dynamic that affects the tone and climate of the school both directly and indirectly.

Exosystem refers to the broader social system and includes all circumstances, judgments, choices, and laws outside the control of the developing person. Thus, the exosystem has a one-way effect on the developing person that may be direct or indirect. An individual school's exosystem may include elements such as instance, state laws, local economics, district mandates, and local calamities (Johnson, 2008).

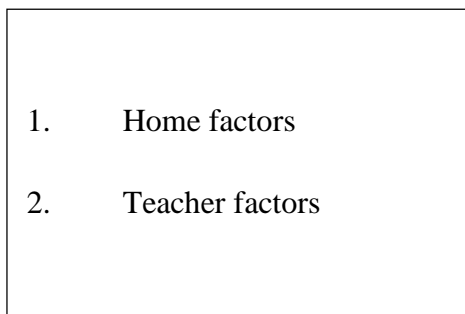
The macro system, which is made up of the overall pattern of values, belief systems, lifestyles, opportunities, customs, and resources inherent throughout, can be regarded as the "social blueprint" of a certain culture, subculture, or large social context (Bronfenbrenner, 1995). The prevailing consensus is that this system affects the person, as well as the micro, meso, and ecosystems, exclusively. The cultural, political, social, and economic environment of a particular school is reflected in that of the entire country as well as the local area (Johnson, 2008).

Home factors refers to the type, availability, and socioeconomic status of educational and learning resources offered to supplement or enhance school learning. This includes whether or not homes

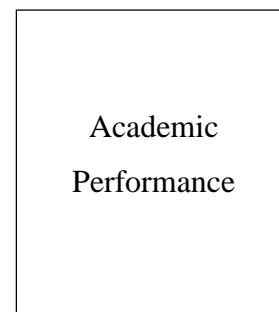
offer a stimulating environment and whether or not parents spend time with their children engaging in activities that promote cognitive development, such as keeping an eye on how they spend their time outside of school (Raychaudhuri et al. 2010; Alam et al. .2014; Kumar, 2019). Teacher Factors refer to the teacher, instructor or facilitators' commitment to learning, qualification and experience, his or her mastery of the subject matter and methodologies employed in teaching (Agyemang, 1993; Dewett, 2007; Heinesen, 2010; Abbasi & Mir, 2012)

Figure 1 depicts the theoretical underpinnings of the investigation into the variables influencing students' academic performance in social studies at particular public junior high schools in the Hohoe Municipality.

Independent Variables



Dependent variable



Source: Researchers' Conceptual Framework

METHODOLOGY

A paradigm describes the philosophical perspective that guides a researcher's choice of ontology, epistemology, methodology, and research methodologies (Tuli, 2010). The positivist research philosophy guided this investigation. According to Ramanathan (2008), the main characteristics of positivist philosophical approaches are: the researcher or observer must be independent; human interests should be irrelevant; explanations must demonstrate causality; research progresses through hypotheses and deductions; concepts need to be operationalized so that they can be measured; units for analysis should be reduced to the simplest terms; generalization through statistical probability; sampling requires large samples.

The study adopted a quantitative (positivist) methodology and the paradigm of natural-science enquiry. This ideology supports the notion that people live in a world that is largely stable, uniform,

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and cohesive and that can be quantified, comprehended, and generalized (Gay & Airasian, 2000). This shows that there are other sources of information outside the researcher's views and opinions that may be used to understand the elements influencing students' academic success in social studies, such as measurement and numerical data. In this study, the researchers used a quantitative methodology.

The plan or framework for conducting research is known as a research design (Ali et al., 2016). The objective of the current study was to determine what influences students' academic performance in social studies at public basic schools in the Hohoe Municipality of the Volta Region. A descriptive, cross-sectional survey design was used for the investigation. The factors influencing how well students achieve academically at the schools were found and described using the descriptive technique. The family and teacher factors that influence students' academic performance in social studies were investigated using the descriptive approach. The study's design was deemed appropriate since it involves gathering information from population members in order to ascertain the population's current condition with respect to one or more variables.

All junior high school students in the Hohoe Municipality served as the study's population. However, the available population includes all 481 junior high school students from the chosen public junior high schools in the Hohoe Municipality (Adabraka JHS, Fodome-Xelu R.C JHS, and Wli-Todzi JHS) which constituted the accessible population.

The study's sample size was made up of 210 pupils, 70 of whom were drawn from each of the three junior high schools that were chosen in the Hohoe Municipality. Krejcie and Morgan's (1970) sampling table was used to get the sample size. Frankael and Wallen (2008) claimed that a sample size of at least one hundred (100) was required to make a useful generalization. As a result, 210 students were chosen as the suitable sample size for the study. By choosing a subset of the target population to represent the total population in a study, Polit and Beck (2010) define sampling as a process. Based on these definitions, it can be concluded that sampling refers to the scientific techniques that researchers employ to choose participants for their investigations. As previously said, the primary goal of this study was to determine the variables influencing the academic performance of students in the Social Studies courses at the public junior high schools in the Hohoe Municipality. Three public junior high schools were purposefully chosen whose students dismally underperformed in the Basic Education Certificate Examination (BECE) in Social Studies from 2016 to 2019. There are three classes, Junior High School 1, Junior High School 2, and Junior High School 3, at each public junior high school. Junior High School 1 and 2 students were taken

into consideration for the study. Junior High School 3 had finished school at the time of the data collection and were therefore not immediately accessible to be considered for the study. However, the researchers thought that students in JHS 1 and JHS 2 had been studying social studies and were aware of how factors at their homes and school could affect their academic performance, particularly in social studies. To determine the precise class enrolment, class registers and a personal visit to count the pupils present in each of the two classes at each sampled school were utilized. In total, 144 students were enrolled in JHS 1 and JHS 2 at Adabraka JHS. 110 students made up the combined JHS 1 and JHS 2 enrollment at Fodome-Xelu R.C. JHS, and 86 students made up the combined JHS 1 and JHS 2 enrollment at Wli-Todzi L/A JHS. From each of the two classes in each of the three chosen schools, the researchers chose an equal number (35) of students. In actuality, 210 students were sampled from six classes at the three schools that were chosen to participate in the study. The simple random sample technique was used to determine how many students were in each of the six classes. Each class's student names were given codes, scribbled on pieces of paper, and placed in a bowl. Thirty-five of these codes were randomly drawn and that assisted in identifying the students to be included in the data collection phase. Hence, for each of the three selected schools, seventy (70) students were involved in the data collection process

A questionnaire was thought to be the best technique for gathering quantitative data since it gives respondents the ability to express their opinions uninhibited by the interviewer's bias (Kombo & Tromp, 2006). The survey was divided into three sections (A, B, and C). The demographic information of the respondents was covered in Section A, and items on home factors and teacher factors were included in Section B. The questionnaire's Section B items were designed such that respondents could choose one answer from a list of possible answers. The structured questionnaire was developed using a five-point, Likert-type Scale ranging from 1 = strongly disagree (SD), 2= disagree (D), 3 = undecided (UN), 4= Agree (A) and 5 = strongly Agree (SA). Section C of the questionnaire was the checklist for students' end of term examination results for Social Studies.

With the assistance of colleague lecturers, the instruments underwent content validation. This led to some things being changed, others being cancelled, and new ones being added. Consequently, the instruments' content and face validity were determined. Face validity is the idea that the survey collects the data it was designed to collect (Cohen, Manion & Morrison, 2011). The pre-test comprised giving the questionnaires to 50 students and 20 teachers at the Alavanyo-Agorxe Basic School in Alavanyo, Hohoe Municipality, which was not a part of the study's sample. The questionnaire's Cronbach Alpha reliability coefficient was established. The reliability co-efficient was calculated using the pilot test data that were loaded into SPSS version 25 (Statistical Product

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for Service Solution). The Cronbach's alpha analysis was used to assess the instruments' dependability. For the components relating to the family and teachers, the Cronbach's coefficient alpha values were 0.74, 0.78, respectively. According to Livingstone (1985), such reliability numbers were a good indicator of good internal consistency, and the researchers therefore came to the conclusion that the instruments were sufficiently dependable. Before administering the questionnaires, a consent declaration was read out to each participant for approval. Before distributing the surveys to instructors, the researchers received their verbal informed assent.

In order to address questions that have been unanswered or only partially addressed, the field data were compiled, sorted through, and updated. The Statistical Product for the Service Solution (SPSS) software, version 25, was used to enter the data into the computer after editing and coding. By doing consistency tests on each variable, the data were cleansed before the appropriate data transformation was carried out. After verification using the questionnaires, corrections were made, and the database was created. Descriptive statistics, primarily using frequency and percentage distributions, mean, and standard deviation, were used to analyze the data.

The participants were informed that taking part was entirely up to them. We made an effort to protect the replies' confidentially. Participants were informed that their answers would be kept private and that no one they knew would have access to the data supplied. They were also informed that no one's name would be recorded along with their responses.

Even though the researchers self-administered the questionnaire and collected the completed forms as soon as the students finished answering the questions, only 198 of the 200 distributed questionnaires (210) were retrieved from the respondents. This implies a response rate of 94.3% because it suggests that twelve (12) of the questionnaires were not returned by the students. Based on Saunder, Lewis, and Thornhill's (2007) claim that an average response rate of 30% to 40% is suitable in surveys, this response rate was deemed sufficient. 180 surveys were employed in the data analyses, nevertheless.

Table 2: Analyses of students' demographic data

Variable	Sub-scale	Frequency(n)	Percentage (%)
Sex	Male	110	61.1
	Female	70	38.9
	Total	180	100.0
Age Distribution	11-14	72	40.0
	15-18	74	41.1
	Above 18	34	18.9
	Total	180	100.0
Class/Forms	JHS 1	17	9.4
	JHS2	25	13.9
	JHS3	138	76.7
	Total	180	100.0
Student staying with	Both parents	105	58.3
	Mother only	41	22.8
	Father only	20	11.1
	Guardian	12	6.7
	Other relative	2	1.1
	Total	180	100.0
Level of education of parent	JHS	54	30.0
	SHS	63	35.0
	Tertiary	39	21.7
	No education	24	13.3
	Total	180	100.0
Marital Status of parent	Single	6	3.3
	Married	111	61.7
	Divorced	31	17.2
	Widow/Widower	32	17.8
	Total	180	100.0

Source: Field Data 2022

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It is observed from the results in Table 2 that out of 180 students, a majority (n=110; 61.1%) were males while 70 (38.9%) were females. This shows that the male students were more than their female counterparts. It was also observed that 72 (40.0%) of the students were within the age group of 11 and 14 years while 74 (41.1%) were found to be in the age group of 15-18 years. It was found that the majority 105 (58.3%) of the students were living with both parents, 41 (22.8%) were living with their mothers, 20 (11.1%) were living with their fathers, 12 (6.7%) were living with their guardians, while 2 (1.1%) were living with other relatives. The results on the level of education of respondents' parents indicated that 39 (21.7%) of the respondents had parents who had attained tertiary education, 63 (35.0%) of the respondents' parents had attained Senior High School education, and 54 (30.0%) of the respondents had parents who at least completed Junior High School. This is an indication that majority of the parents of the respondents had not gained tertiary education. Again, on marital status of the parents of the students, the results showed that 111 (61.7%) of the students' parents were still married, 6 (3.3%) of the students had single parents, 31 (17.2%) of the respondents had their parents divorced, and 32 (17.8%) of the respondents had mothers who were widows.

The following metrics were utilized to analyze the data for each research question: frequency, percentage, mean, and standard deviation. The guideline for the interpretation of the means were adapted from Underwood (2004) as shown in Table 3.

Table 3: Guideline for interpreting means

Scale	Range	Interpretation
1	0.01 – 1.00	Strongly Disagree
2	1.01 – 2.00	Disagree
3	2.01 – 3.00	Undecided
4	3.01 – 4.00	Agree
5	4.01 – 5.00	Strongly Agree

Source: Underwood (2004)

As indicated in Table 3, the level of agreement to each of the items in the questionnaire ranges from strongly disagree to strongly agree based on the 5-point Likert scale used. Mean scores ranging from 0.01 to 1.00 is classified as strongly disagree, 1.01 to 2.00 is described as disagree,

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2.01 to 3.00 is categorized as undecided; 3.01 to 4.00 is labeled as agree; and 4.01 to 5.00 is considered as strongly agree.

What home factors affect academic performance of students in Social Studies in selected Junior High Schools in the Hohoe Municipality?

This research question sought to find the home factors that affect academic performance of JHS students in Social Studies. The results are displayed in Table 4. The data in Table 4 show that the mean for the items ranged from 2.96 with a standard deviation of 1.26 to 4.26 with a standard deviation of 0.99. The statement that recorded the highest mean (M=4.3; SD=0.83) was “Senior High School and university students in my community serve as role models to me and I am motivated to study Social Studies very well”. The interpretation for this mean is that generally, the respondents strongly agreed to the statement.

Table 4: Students’ responses on home factors affecting academic performance in Social Studies

Items	A	UN	D	Total	M	SD
At home, I do not waste too much time talking, watching television or listening to the radio instead of studying Social Studies.	77(42.8)	20(11.1)	83(46.1)	180(100.0)	2.96	1.26
I have access to a community library and this encourages me to learn at home to improve my academic achievement in Social Studies.	87(48.4)	8(4.4)	85(47.2)	180(100.0)	2.98	1.26
My parents are interested in my education and as such they provide me with the needed school resources to encourage me to learn Social Studies well.	141(78.4)	22(12.2)	17(9.4)	180(100.0)	4.25	1.02
Senior High School and university students in my community serve as role models to me and I am motivated to study Social Studies very well.	144(80.0)	23(12.8)	13(7.2)	180(100.0)	4.26	0.99
I consult my parents and other people in my home environment to assist me when I face difficulties with my homework or studies in Social Studies.	143(79.4)	11(6.1)	36(14.5)	180(100.0)	3.99	1.01
Overall Weighted Mean					3.69	1.11

Source: Field Data (2022); A (Agree); UN (Undecided); D (Disagree); M (Mean); SD Standard Deviation).

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Specifically, it was observed that 144 (80.0%) of the respondents agreed to the statement, 23 (12.8%) were undecided, and 13 (7.2%) disagreed to it. Also, the data from Table 4, showed that the statement that recorded the second highest mean ($M=4.25$; $SD=1.02$) was “my parents are interested in my education and as such they provide me with the needed school resources to encourage me to learn Social Studies well”. The interpretation of the mean is that generally, the respondents strongly agreed to the statement. With this statement, 141 (78.4%) of the respondents agreed, 22 (12.2%) were undecided while 17 (9.4%) disagreed to it. Again, the statement, “I consult my parents and other people in my home environment to assist me when I face difficulties with my homework or studies in Social Studies” recorded that third highest mean ($M=3.99$; $SD=1.01$). This mean is interpreted to show that generally, the respondents agreed to the statement. For this statement, the data revealed that 143 (79.4%) of the respondents agreed, 11 (6.1%) were undecided, while 36 (14.5%) disagreed.

More so, the statement, “I have access to a community library and this encourages me to learn at home to improve my academic achievement in Social Studies” recorded the fourth highest mean ($M=2.98$; $SD=1.26$), and it is interpreted that generally, the respondents were undecided with respect to the statement. Specifically, 87 (48.4%) of the respondents agreed, while 8 (4.4%) were undecided, while 85 (47.2%) disagreed to the statement. The fifth highest mean, which was the lowest ($M=2.96$; $SD=1.26$) was recorded by the statement, “I do not waste too much time talking, watching television or listening to the radio instead of studying Social Studies”. Similarly, the mean for the statement is interpreted that generally, the respondents were undecided on the statement. However, 77 (42.8%) of the respondents agreed to the statement, 20 (11.1%) were undecided, and 83 (46.1%) disagreed to the statement. With an overall weighted mean of 3.69 and its standard deviation of 1.11, it could be deduced that the respondents agreed that home factors affect the academic performance of public JHS students in Social Studies in the Hohoe Municipality.

The results showed that generally, the students agreed ($M=3.69$; $SD=1.11$) that home factors affected academic performance in Social Studies among students of selected public Junior High Schools in Hohoe Municipality. It was revealed that the students used in the study strongly agreed ($M=4.26$; $SD=0.99$) that Senior High School and university students in their various communities served as role models and this motivated them to study Social Studies very well. Similarly, the students strongly agreed ($M=4.25$; $SD=1.02$) that their parents showed interest in their education and as such they provided them (students) with the needed school resources to encourage them to

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learn Social Studies well. It was also established that the students agreed ($M=3.99$; $SD=1.01$) that they consult their parents and other people in their home environment to assist them when they are faced with difficulties in answering questions given to them as homework by their Social Studies teachers. However, the students were undecided ($M=2.98$; $SD=1.26$) as to having access to a community library to encourage them to learn at home to improve their academic performance in Social Studies. They were also undecided ($M=2.96$; $SD=1.26$) that they did not waste too much time talking, watching television or listening to the radio instead of studying Social Studies.

From the results, it is a clear indication that the JHS students acknowledged the importance of role models in the home environment who are students in or graduates from Senior High Schools or Universities. This serves as a home motivating factor for the respondents. It is therefore significant that role models at home serve as a motivating factor in the academic performance, and specifically, in Social Studies. The results also suggest that the respondents consult their parents and other people in their communities to who are academically good to assist them in their Social Studies assignments. This is commendable and it indicates that parents and other community members take keen interest in the academic activities of the students in the home environment. It is obvious that this could positively affect the academic performance of these students in Social Studies. Furthermore, it is refreshing to note that generally, majority of the respondents agreed that their parents show interest in their education and as a result they do their best to provide them with the required resources to enhance learning at school. This is a vital factor in ensuring good academic performance, and more specifically, in Social Studies. Another home factor revealed by the study is some students wasting too much time at home watching television, talking, and listening to radio instead of learning Social Studies. When students are left alone or are not supervised by their parents to learn, most of them (students) would prefer to watch television, and concentrate on things that do not help them to learn.

The findings from the results based on the first research question are in line with findings from a study conducted by Raychaudhuri et al. (2010) which revealed that socio-economic factors like, family income, and parents' level of education affect academic performance of the students. Alam et al. (2014) also pointed out from a similar study that socio-economic background of students is home factor that affects their academic performance. Similarly, Banik and Kumar (2019) indicated from a study that effort, motivation, willingness to study, and socio-economic variables such as, family income and parents' education affect academic performance of students.

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What teacher factors affect academic performance of students in Social Studies in selected public Junior High Schools in the Hohoe Municipality?

Research Question 2 sought to investigate the teacher factors affecting academic performance in Social Studies of JHS students in the Hohoe Municipality. The results are displayed in Table 5.

Table 5: Students responses on teacher factors affecting academic performance in Social Studies

Items	A	UN	D	Total	M	SD
My Social Studies teacher comes to school regularly and always completes the syllabus.	143(79.5)	7(3.9)	30(16.6)	180(100.0)	3.98	1.09
My Social Studies teacher has good relationship with students, and are open to questions, suggestions, and clarification on issues.	156(86.7)	19(10.6)	5(2.8)	180(100.0)	4.18	0.73
My Social Studies teachers has adequate knowledge and skills in teaching Social Studies.	162(90.0)	6(3.3)	12(6.7)	180(100.0)	4.27	0.84
My Social Studies teachers always sees to it that students submit their homework on time, and do all classroom exercises for marking.	168(93.3)	9(5.0)	3(1.7)	180(100.0)	4.49	0.67
Overall Weighted Mean					4.23	0.83

Source: Field Data 2022; A (Agree); UN (Undecided); D (Disagree); M (Mean); SD (Standard Deviation)

According to Table 5's findings, the items that were developed to help answer the second study question had a mean that ranged from 3.98 to 4.49 with a standard deviation of 1.09 to 1.09 and 0.67, respectively. The greatest mean (M=4.49; SD=0.67) was obtained by the statement, "My teachers always make sure pupils submit their assignments on time, and conduct all classroom exercises for marking." This average shows that, on the whole, the respondents strongly agreed with the statement. The research also showed that 168 respondents (93.3%) agreed with the statement, 9 respondents (5.0%) were unsure, and 3 respondents (1.7%) disagreed with the statement. The statement, "most of my teachers have adequate knowledge of their subject area" recorded the second highest mean (M=4.27; SD=0.84), which means that generally, the

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respondents strongly agreed to the statement. Specifically on the statement, 162 (90.0%) of the respondents agreed, 6 (3.3%) were undecided, and 12 (6.7%) disagreed.

From the data in Table 5, The third highest mean was recorded by the statement, "My professors have good relationships with students and are open to questions, comments, and explanation on concerns," which is seen to be true ($M=4.18$; $SD=0.73$). This indicates that, on the whole, the respondents agreed with the statement very strongly. An analysis of the data revealed that 156 (86.7%) of the respondents agreed with the statement, 19 (10.6%) were unsure, and 5 (2.8%) disagreed. Once more, the lowest mean ($M=3.98$; $SD=1.09$) was reported for the statement, "My professors come to school regularly and they always complete the syllabuses," indicating that respondents largely agreed with the assertion. With an overall weighted mean of 4.23 and a standard deviation of 0.83, it could be inferred that the respondents strongly agreed that teacher factors affected the academic performance in Social Studies among public JHS students in Hohoe Municipality.

The findings disclosed that generally, the students strongly agreed ($M=4.23$; $SD=0.83$) that teacher factors affected academic performance in Social Studies among students of selected public Junior High Schools in Hohoe Municipality. It was discovered that the students used in the study strongly agreed ($M=4.49$; $SD=0.67$) that their teachers always ensured that students submit their homework on time, and do all classroom exercises for marking. They also strongly agreed ($M=4.27$; $SD=0.84$) that most of their teachers had adequate knowledge and skills in teaching Social Studies. Likewise, the students strongly agreed ($M=4.18$; $SD=0.73$) that their Social Studies teachers had good relationship with them (students) and as a result, they were open to questions, suggestions, and clarification on issues discussed in the classroom. Again, the students agreed ($M=3.98$; $SD=1.09$) that their Social Studies teachers were regular, punctual and always completed the syllabus.

The results suggest respondents' admission that their teachers practiced good instructional techniques and strategies to promote effective learning for improvement in academic performance in Social Studies. It is suggested from the results that respondents participating in home works and classroom exercises under the instruction of their teachers will promote the academic work. With this, their Social Studies teachers can identify the learning needs of the students and design strategies for address these learning needs. Furthermore, the results suggest that immediate feedback on the students' assignment and class exercises provide encouragement to the students to perform better in Social Studies.

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It is worthy to note that majority 90.0% of the respondents attested to the fact that most of their teachers have adequate knowledge of their subject area. This is a factor that could positively affect the academic performance of the students in Social Studies. The reason is that generally the teachers have mastery over the subject areas. It is also commendable that the teachers were found by the respondents to be regular and punctual to school, and as a result, are able to complete their syllabus on time. It is also refreshing to note that the respondents agreed that their teachers show good interpersonal relationship with them. This is vital for effective communication and feedback from the teachers. Again, the good interpersonal relationship between the respondents and their teachers would provide a conducive environment for the respondents to prompt the teachers of their challenges in learning Social Studies and seek clarifications for enhanced learning outcomes.

According to Alos et al. (2015), having qualified teachers in the teaching profession is crucial, and the success of any program depends on the teacher's aptitude for the job. Dewett (2007) also said that effective teachers are always looking for strategies and teaching resources that would make learning relevant. As a result, a teacher's subject-matter expertise and access to other educational resources have a significant impact on student learning. Similar to this, Heinesen (2010) argued that teachers' competency in choosing effective teaching methods is crucial for raising students' academic achievement. More specifically, Abbasi and Mir (2012) reaffirmed that students' academic performance is significantly influenced by the teaching staff's ability. A teacher who lacks both the academic and professional teacher qualifications will surely have a negative impact on teaching and learning, according to Agyemang (1993).

CONCLUSIONS

Good academic performance, which is also based on a few criteria, is necessary to achieve good educational qualifications, skills, and abilities. Therefore, certain circumstances may have an impact on the academic achievement of pupils at the public junior high school in the Hohoe Municipality in Social Studies. This is supported by the study's findings, which led to the conclusion that a variety of internal and external factors influence how well junior high school pupils in the Hohoe Municipality perform academically when studying social studies. This implies that factors influencing students' academic performance in social studies are complex and include factors from their homes, their learning styles, and their teachers in the school. The implication is that when these components are of high quality, pupils' academic performance in Social Studies at public junior high schools in the Hohoe Municipality should improve. The pupils' academic

performance in social studies may not be the best, on the other hand, where the criteria indicated lack quality.

The implication is that for students in public junior high schools in the Hohoe Municipality to excel in social studies, home factors like a supportive home environment for learning, excellent community library facilities, provision of necessary school resources by parents, and positive role modeling at home must be available to the students. Another implication is that students will likely perform well in Social Studies in public junior high schools in the Hohoe Municipality if teachers have the necessary academic and professional qualifications, develop friendly relationships with students, have good instructional skills, are punctual, and are consistent.

The aforementioned suggests that regardless of socioeconomic status or family background, students attending public junior high schools in the Hohoe Municipality could improve their academic performance in social studies with the right environment and conditions in place as well as adequate and suitable facilities and learning resources available. It must be emphasized once more that most of these elements interact with one another. As a result, stakeholders should make a concerted effort to raise students' academic performance in Social Studies in the public junior high schools in the Hohoe Municipality.

Recommendations

1. The public Junior High Schools in the Hohoe Municipality should have guidance and counseling systems, according to the Ghana Education Service and the Ministry of Education. To support teaching and learning for effective academic achievement, they must also provide learning facilities such as school buildings, libraries, and electricity in the classrooms.
2. The Hohoe Municipal Education Directorate should regularly organise workshops and in-service training programmes for teachers in public junior high schools to assist improve on instructional pedagogies, knowledge and teaching skills of the teachers.
3. It is again recommended that the Ghana Education Service and The Ministry of Education should ensure that teachers with professional qualification, teaching experience in Social Studies are recruited. Again, the teachers with mastery of Social Studies should be considered for employment in these schools after an aptitude test and face to face interview.

This will promote selection of rightful person for the job which may significantly impact on the academic performance of the student.

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