

**CORRELATES OF ACADEMIC PERFORMANCE AMONG GRADE 12 PUPILS: A
CASE OF CHINGOLA DISTRICT**

BY

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**A dissertation submitted to the University of Zambia in collaboration with Zimbabwe
Open University in partial fulfillment of the requirements for the award of degree of
master of education in Educational Management.**

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DECLARATION

I, **Angela Chansa**, do hereby declare that this dissertation entitled Correlates of Acad Performance among Grade 12 pupils: A case of Chingola District is my own work and effort and that it has not been submitted at this university or any other university for an award.

All sources that I referred to have been indicated and acknowledged by means of complete references in terms of the APA method.

Signature: Date:

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APPROVAL

This research report of Angela Chansa is approved as a partial fulfillment of the requirements for the award of the Master's degree in educational management by the University of Zambia in collaboration with Zambia Open University.

Signed.....Date.....

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ACRONYMS

DEBS	District Education Board Secretary
HREOC	Human Rights and Equal Opportunities Commission
SES	Social Economic Status
SRP	Student Role Performance
TEAP	Total Extracurricular Activity Participation
U.S	United States
UNICEF	United Nations International Children's Emergency Fund

DEDICATION

This project is dedicated to my husband, Mr. Samuel Bwembya, who encouraged me to take this course and financed me during my Master of Education course work. Special thanks should also go to my children Mercy, Mulenga, and Samuel who gave me a lot of peace of mind to complete this project.

ABSTRACT

This study sought to evaluate the relationship between academic performance and student deviance exhibited in form of student role performance. This was a descriptive cross sectional design. A survey questionnaire was administered to 248 pupils who were Grade 12. Data was analyzed in SPSS version 17. Performance was predicted to be higher in non-deviant students than in deviant students. Looking at the results, the fact that nearly every pupil $n = 221$ (89.1%) had indicated that school environment was serene or somewhat serene, we can conclude that the bond with the school was rather strong and as such, the school did not provide an environment that would lead pupils to be deviant. There was also a strong bond in relation with the family environment as this provided a favorable environment for the pupils to study from and these two factors were responsible for much of the compliance than the deviance. The two could be attributed to the high to moderate performance that was observed in the study. Given the results, we can conclude that the family and school bonds are rather strong and contribute to the observed academic performance. The study complements the body of knowledge on education by providing an insight into the important factors that affect academic performance of students. The findings from the study revealed that there is a link between students' family background and students' academic performance.

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction

This chapter presents the background of the study, statement of the problem, purpose of the study, research objectives, research questions, assumptions of the study, significance of the study, delimitation of the study, theoretical framework, conceptual framework and definitions of operational terms.

1.1 Background to the study

Deviance is basically a legal concept defining behavior that is not in accordance with accepted social standards. Deviant behavior refers to any act that is punishable by authorities (Bambara, Nonmacher, & Kern, 2009). Psychologists think that these deviants are simply a product of their environment and that they act out and kill people due to social pressures, abuse, and neglect they have faced in their lives (Bear, 2010). Research has shown that students who have high academic achievement are less likely to engage in delinquent behavior than those who have lower academic achievement (Elliott & Voss, 1974; Henggeler, 1989). Students who have unsuccessful experiences in school are more likely to be involved in delinquent behavior such as dropping out of school (Voelkel, John, & William, 1999). Further research has shown that School grades are the most reliable predictors for pupil delinquency (Gottfredson, 1988; Skiba & Peterson, 2011). Steve (2003) claims that students at school may be seen as both perpetrators as well as victims of school misconduct. Hochschild & Scovronick (2003) conducted a research and found a correlation between the school environments and student's behaviors. According to Griffith

(1999), the level of punishing administered by teachers and student-teacher relationships also affect academic achievement.

However, School related factors are not the only factors that affect school deviance and school performance. There are other predictor variables such as different personal characteristics of students and family size which affect students' deviance (Myers, Milne, Baker & Ginsburg, 1987). Large families, of say four children or more, would probably have less time to attend meetings at school with teachers, have less time to check their children's homework or for responding to school disciplinary actions meted on their children, as well as enough financial resources for school requisites. Additionally, large families also leaves less time for children supervision-when children leave their home settings, which inevitably lead to the proliferation of deviance behavior as children grows older (Myers et al., 1987).

Deviant behavior is posing a serious threat to learning in most schools, some antisocial behavior in schools is charged by bullying extortion, insubordination and physical fighting. Others include adolescent aggression or act of violent behavior against other students and staff, sexual assaults, gang activity or weapon carrying, the school on their part do not seem to be able to cope with the problem because no significant attempt has been made to reach its root. One thing is however obvious in the issues that is, there is a proving tendency for school children to be involved in such bad habits as stealing, truancy deviant character, smoking etc because most homes no longer play their traditional function of training the child in an upright manner this is because many parents are so pre- occupied with duties outside the homes that they have little or no time to keep watch over their children's bad behavior and they are unfortunate to fall into bad peer group and they are bound to play truants. According to Morris (2005) good order is essential in a school if children are to be able to fulfill their learning potential. Poor and disruptive behavior

in the classroom reduces children's ability to concentrate and absorb information and it unsettles children and causes immense stress for teachers. Public agenda (2004) which states that, children who are excluded from school because of their behavior underachieve academically and are at a high risk of disengagement from education and from making a positive contribution to society. Persistent poor behavior in schools can have far reaching and damaging consequences for children and can limit their horizons. This is not a problem to be ignored. A good school behavior policy, agreed and communicated to all staff, communities, pupils, parents and careers consistently applied is the basis of an effective approach to managing behavior.

1.2 Statement of the Problem

In Zambia, the problem of delinquency and deviance among school going pupils has been a source of concern in the Ministry of Education among education administrators and teachers (Siziya, Muula, Kazembe, & Rudatsikira, 2007). The education system has been grappling with a number of delinquent behavior patterns among pupils which includes vandalism, strikes, bullying, stealing, drug and alcohol abuse, absenteeism, fighting, and other offences against the school rules and regulations (Simate, 1992).

Despite the introduction of guidance and counseling services in all schools in Chingola District, and efforts being made by teachers to curb delinquent behavior among pupils, the number of delinquent cases keeps on escalating and academic performance among pupils has dropped.

It is against this background that this study endeavors to evaluate the relationship between academic performance and pupil delinquent behavior among Grade 12 pupils in selected secondary schools in Chingola District. If this issue of delinquency among pupils is not addressed with the utmost urgency, the goal of key national policies such as Educating Our

Future (1996) and Vision 2030 will not be achieved as these pupils who are engaging themselves in illegal acts are our future leaders.

1.3 Purpose of the study

This study sought to evaluate the relationship between academic performance and student deviant behavior as defined by student role performance. The researcher's desire was to examine the effects of social bonds, school, and family on student role performance and how they affect Test Scores (Academic Performance).

1.4 Research Objectives

The objectives of this study were:

1. To determine the influence of family conditions (size, structure, education of parents and social economic status) on student role performance in determining test scores (academic performance).
2. To determine the influence of school environment (location, teachers, facilities and socioeconomic status) on student role performance in determining test scores (academic performance).
3. To determine the influence of social bonds (attachment, commitment, involvement and belief) on student role performance in determining test scores (academic performance).

1.5 Research Questions

The study was guided by the following research questions:

1. How do the family conditions (size, structure, education of parents and social economic status) influence student role performance in determining test score (academic performance)?
2. How does the school environment (location, teachers, facilities, and socioeconomic status) influence student role performance in determining test score (academic performance)?
3. How do social bonds (attachment, commitment, involvement and belief) influence student role performance in determining test scores (academic performance).

1.6 Assumptions of the study

The researcher assumed that the information collected from the four schools was true and given to the best of the respondent's knowledge. It was also assumed that the language used in the questionnaire by the researcher was out rightly understood by the respondents and that questions were answered without any language difficulties. Another assumption was that, the designing of the questionnaire was clear and would be clearly understood by the respondents and therefore given the correct answers. Another assumption was that, the respondents were committed when giving the answers and so gave the right answers.

1.7 Significance of the Study

The study could add to the knowledge pool about pupil deviance and academic performance. It will provide evidence to education authorities on the state of pupil deviance and academic

performance which could be used for mitigation. The study would also provide to other researchers a trail of methodology which could be used for future research.

1.8 Delimitation of the study

The study was restricted to Grade 12 Students in selected Secondary Schools in Chingola District and took a quantitative approach.

1.9 Theoretical Framework

For the purpose of this study, the control theory was reviewed as it closely articulates the postulates of the study. The theory was used as it explains the relationship between academic performance and deviance in terms of adolescent attitudes towards family and school. It is primarily associated with the work of Travis Hirsch (1969), an American social scientist who proposed that people generally conform to social norms due to strong social bonds. Conversely, they engage in deviance acts when these bonds are weak.

The key components of social bonds are:

- a. Attachment: The attachment bond relates to family, school, and peers. For families, the strength of the bond between parent and child is seen as the main deterrent to deviance behavior and the mechanism for inculcating conventional norms and values. For the school, the ability not to perform well in school is linked to deviance such that poor performance begins a chain of disrespect for the school, teachers, and later, authority as a whole. For peers, loyalty and solidarity are important characteristics of deviance behaviors and personal sacrifice for the requirements of the group (Hirsch, 1969).

- b. Commitment: is the degree to which the individual's self – interest in a set of activities connects the individual to society's moral code. Conventional aspirations, such as those relating to employment or education, are viewed as 'constraints on deviance' and 'stakes in conformity' in that the greater the aspiration and personal investment, the greater the tie to the conventional social order and the less likely the involvement in deviance activities (Hirsch, 1969). The more an individual commits him/herself to a particular lifestyle (for example, being married, being a parent, having a job), the more he /she has to lose if he/she becomes involved in crime (and so deviate from the lifestyle).
- c. Involvement: relates to the amount of time and energy devoted to a particular set of activities, such as homework that reflects the values of conventional society. This component comes down to time- the more time the individual spends engaging in law abiding behavior, the less time he / she has to engage in breaking behavior.
- d. Belief: is the degree of approval and consent to certain values and norms of a society. Beliefs are moral positions that need constant social reinforcement, in essence, the less people believe that laws are just, the more likely the interest in deviance behavior. When considering all the bonds in relationship to deviant behavior, Hirsch pointed out that 'the chain of causation is thus from attachment to parents, through concern for the approval of persons in positions of authority, to belief that the rules of society are binding on one's conduct' (Hirsch, 1969).

1.10 Conceptual Framework

From the control theory, the researcher advances the assumption that, academic performance and deviance are a function of weak bonds which lower a pupil's "stake in conformity" (Hirsch,

1969). Pupils with weak bonds to school and family are more likely to engage in delinquency because the costs of transgression are lower. Academic performance and deviance are also a function of family conditions and the school environment. These three predictors tend to influence positive or negative student role performance (SRP) that is whether deviant or conforming (\pm SRP) and in turn affect academic performance (See figure 1).

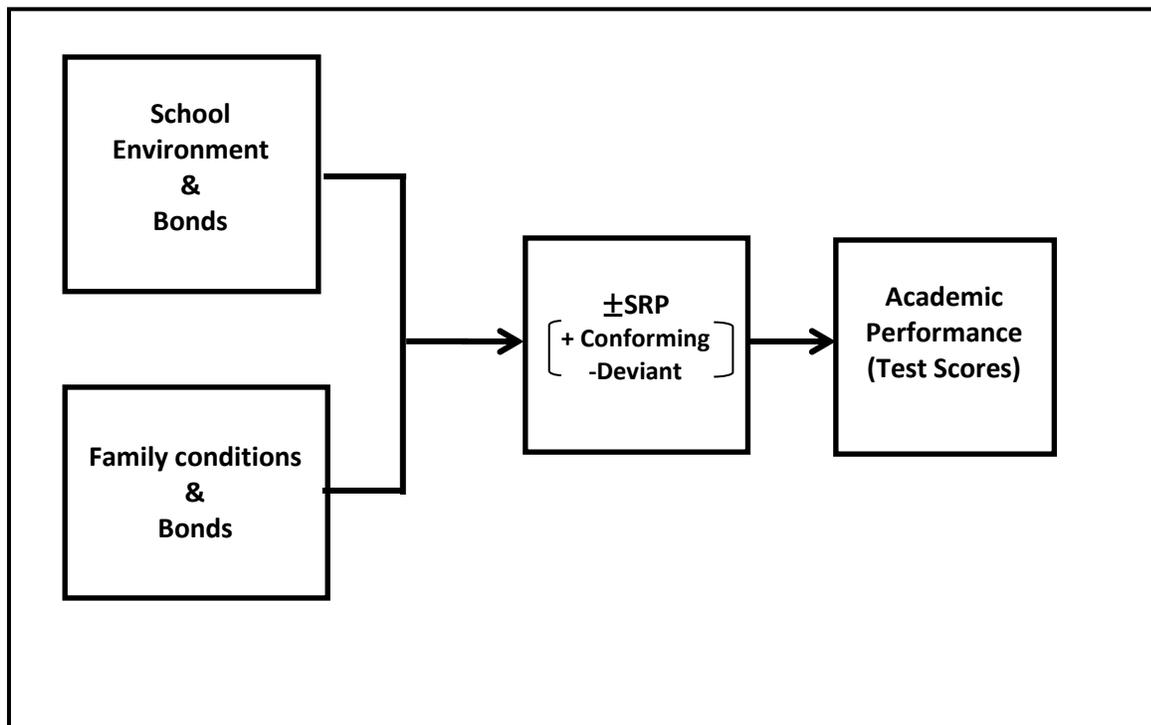


Figure 1: Conceptual Framework

The assumptions being advanced in this conceptual framework are that:

- a) Children who have strong bonds of attachment to family and school are less likely to be deviant and as such will perform better than those with weak bonds. For families, the strength of the bond between parent and child is seen as the main deterrent to deviant behavior and the mechanism for inculcating conventional norms and values. For the

school, the ability not to perform well in school is linked to deviance such that poor performance begins a chain of disrespect for the school, teachers, and later, authority as a whole (Hirsch, 1969).

- b) Children who have strong bonds of commitment which is the degree to which the individual's self-interest in a set of academic activities connects the individual to the school or family's moral code. Conventional aspirations, such as those relating to education, are viewed as 'constraints on deviance' and 'stakes in conformity' in that the greater the aspiration and personal investment, the greater the tie to the conventional social order and the less likely the involvement in deviance activities (Hirsch, 1969).
- c) Children who have strong bonds of involvement which is the degree relating to the amount of time and energy devoted to academic activities, such as homework that reflects the values of conventional society. This component comes down to time – the more time the individual spends engaging in law abiding behavior, the less time he or she has to engage in breaking behavior (Hirsch, 1969).

1.11 Definitions of operational terms

The following terms have been operationalized in this study.

Deviance in this study is defined as behavior that is not in accordance with accepted social standards (fighting at school, skipping class, absenteeism, missing doing homework, speaking back to teachers etc).

Academic performance in this study is characterized by the test scores obtained by students in their end of term one tests.

Student role performance in this study is a measure of how successful students adapt to socially expected behavior.

Family conditions in this study are defined by the size of the family, structure of the family, education of parent and the socioeconomic status of the family.

School environment in this study is defined by the location of the school, teacher attributes, facilities in the school and the socioeconomic status of the school.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the studies on deviant behavior, studies on academic performance, studies on social bond, studies on student role performance, influence of school environment on student role performance, influence of family conditions on student role performance and the summary of reviewed literature.

2.1 Studies on Deviant behavior

Deviant behavior is defined as any belief, or condition that violates social norms in the society or group (Jenks & Meredith, 1998). It is a diverse and multidimensional concept. Usually two types of deviant behavior are distinguished: a) externalizing – marked by behavioral problems such as aggression, opposite behavior, conduct problem behavior, vandalism, robbery, and other kinds that may lead to unlawful acts; and b) internalizing – referring to emotional difficulties, such as anxiety, stress, withdrawal, somatic complaints and depression (Achenbach, 1991; House, 1999; McNamara, 1986). Not only does deviant behavior have a negative impact on children’s psychosocial adjustment and development, it may also disturb the school environment and disorganize the flow of educational process (Mayes, Calhoun, Croswell, 2000, & McNamara, 1986). Deviant behavior in secondary level schools continues to be a matter of great concern globally; though it is a more worrying trend in developing countries like Kenya (Adegun, 2013; Masese, Nasongo & Ngesu 2012). These acts negatively influence the learning and teaching process as they undermine the purpose of education (Agboola & Salawu, 2011). In secondary schools, deviant behavior is caused by an interaction of different factors that can be

traced within and outside school as two distinct yet overlapping environments where the student is socialized into deviance (Carlson, 2012). According to academic literature reviewed for this study, family factors that contribute to deviance include a history of drug and alcohol abuse, poor parent- child relationship, violence and socio-economic status of the family (Carlson, 2012; Malayi, 2013; Mbuthia, 2013). As for school factors, the size of the school, an unsafe school physical environment, inappropriate classroom management, teachers humiliating remarks and teacher- pupil relations that are too strict have been cited (Richwood, 2013). According to Hirsch (2002), although deviant behavior may show a small degree of specialization, there is a strong tendency for persons who engage in one type of delinquent behavior to engage in other types as well. In this vein, the researcher posited that it was imperative that deviance is examined as a phenomenon with multifaceted causes that demand a blend of strategies to mitigate it; be it preventive or corrective. Minimizing deviant behavior demands that prevention strategies be embedded in the organizational culture and work processes (Greenwood, 2008). These prevention strategies are those which generally reduce the likelihood of engaging in deviant behavior (Victory, 2005). As posited by Greenwood (2008), the environment and situational factors play a critical role in shaping behavior hence several programs have been shown to produce significant effects in mitigating deviancy among youths. This study focused on the information-based programmes and life skills prevention strategies practiced within secondary schools of Western Countries. An information-based programme is a prevention strategy based on the premise that youths in secondary schools, a majority of whom are adolescents, indulge in deviance because they are unaware of the consequences. Provision with information will therefore assist them refrain from deviant behavior (Victory, 2005). Guidance programmes are an integral part of discipline enforcement within schools. Within a school set up, it is an

authoritative direction given to a student through directing, giving opinion, explaining so that they know who they are, enhance personal development, achieve physical maturity and attain an assertive ego (Lutomia, 2007). As for the life skills prevention strategy, the focus is inculcation of a range of social skills. The underlying assumption is that deviant behavior is at least partly due to poor social coping strategies, undeveloped decision making skills, low self-esteem, and inadequate peer pressure resistance skills, among others (Baldry, 2004). In view of the above argument, prevention strategies if well embedded in the school organizational culture manifest as programmes that can facilitate both academic and socio-emotional learning. They are universal since they target the whole class and student fraternity. Preventive strategies have broadly been categorized based on family factors; educational factors and individual characteristics together with personal and social competence (Carlson, 2012).

Discipline in schools is an international framework which is intended to improve the quality of education systems. Discipline has taken a center stage globally according to the UN Secretary General's study on violence against children (UNGA resolution 57/190) that is rooted in children's human right to protection from all forms of violence. There are many ways through which the school enforces discipline. For children in many countries, corporal punishment is a regular part of the school experience, and it is also a form of child abuse. According to Amanuel (2009), children come into this world helpless and unable to fully develop without us adults. As teachers, our job is to nurture them and teach them how to lead decent lives. Bear (2011) stated that worldwide, school violence wears many faces. It includes gang activity, locker thefts, bullying and intimidation, gun use and assault, just about anything that produces a victim. The number of pupils being excluded or playing truant is increasing every year in the country. Bambara et al (2009) concurred with the above when they said teachers complain that bullying is

a serious problem and that pupils are becoming more and more violent. Disciplining students, particularly those with chronic or serious behavioral problems, is a long standing challenge for educators. At the heart of this challenge is the use of punitive versus supportive disciplinary practices. In recent years schools have adopted a zero tolerance approach to school discipline that usually entails the expulsion or suspension of students as an automatic consequence of serious acts of misconduct, particularly the possession of weapons or drugs (Skiba, 2011). Furthermore, harsh consequences are utilized automatically, irrespective of the severity of them is behavior or the circumstance involved, and without consideration of the negative impact of these consequences on the welfare of the offending student or on the overall climate of the school. Research repeatedly has demonstrated that suspension, expulsion and other punitive consequences are not the solution to dangerous and disruptive student behaviors (Welch & Payne, 2011). In fact evidence, indicates that dangerous students do not become less dangerous to others when they are excluded from appropriate school settings, quite often they become more so. As a teacher you are responsible for many students at once, not just a few, and all are unique in many ways. They also don't always behave in the way the teachers want them to behave. When the students don't listen to their teachers, refuse to do what they are told to do, defy or ignore instructions, it is easy for teachers to become annoyed and frustrated. To deal with these challenges there is need to use positive disciplinary measures and not negative ones in correcting their unwelcome and unacceptable behaviors. Positive disciplinary measures vary from country to country. The UNGA Resolution 57/190 (2006) is a manual or toolkit with guidelines to follow in the establishment of positive discipline. Children need to be taught so that they understand and follow social rules. But it is not necessary, and can be quite damaging, to hit or otherwise abuse a student. Evidence shows that girls and boys respond better to positive approaches, including

negotiation and systems of rewards, rather than punishment through verbal, physical, or emotional abuse. UNICEF works closely with government, teachers, communities and other partners to create a conducive environment that attract children to school and keep them there.

2.2 Studies on Academic performance

Academic Performance is defined as student's progress, understood as the level of learning, comprehension and consolidation of the school curriculum (Syngollitou, 1997). Academic Performance is influenced by many psychological, family, school, and social factors. It has been found that the psychological factors that mainly influence academic achievement include intrinsic motivation, perceived competence, perceived control, locus of control and self-esteem (Deci & Ryan, 1985; Ierodiakonou, 1991; Faraone, Biedeman, Lehman, Spencer, Norman & Seidman, 1993). The family factors consist of family attitudes and beliefs towards schooling, parental expectations of academic success, parental supervision and education, family structure, discipline practices and family stressors, such as poverty, homelessness, illness, etc (Luster & McAdoo, 1996). The most prominent school factors are general school climate, comprehensive curriculum plans, school-wide assessments, specific school-based programs, social skills interventions, school-based social services, teacher's pedagogical skills and teacher's beliefs or attitudes, inadequate teaching and learning materials, and lack of school facilities. Finally, the social factors refer to socio-economic status, culture and utilization of leisure time.

2.3 Studies on Deviant behavior and Academic Performance

A lot of research has been done into relationships between deviant behavior and academic performance, most of which has focused on particular facets of academic performance such as reading, writing, comprehension and arithmetic (Frick, kampahaus, Lahey, Loeber, Christ, Hart

& Tannenbaum, 1991). Two of the most important factors that influence academic performance are attention deficit disorder and hyperactivity. Research has revealed that the symptoms of attention deficit disorder and hyperactivity show a strong inverse relationship with academic achievement (Luster & McAdoo, 1996). Similar findings were recorded after studying children with conduct behavior problems. This may be the result of the co-existence of both conduct behavior problem and hyperactivity. It was also found that children with poor academic performance experienced emotional problems, such as anxiety, depression, negativism, withdrawal, and low self-esteem (Herrenhohl, 2000; Vogt Yuan & Anastasia, 2005). In the National Assessment survey carried out in Zambia in 1999 and 2003, Kasanda (2003), attributed poor pupil academic performance to learner absenteeism. When pupils miss lessons, they find it very difficult to catch up with learning because they miss many concepts in different lessons which are vital in their learning. The end result of the practice is poor academic performance when such learners are presented for national examinations (Kasanda, 2003).

2.4 Studies on Social Bonds

Control theory and social bonding theory are often used to explain adolescent deviance. These theories suggest that deviant behavior increases because of weakened or broken social ties in the family and school (Jenks et al., 1998). These include attachment to another, commitment to conformity, involvement in customary activities, and belief in legitimate values and norms (Elliot & Voss, 1974). Lack of emotional closeness, involvement, support, discipline, and supervision in family environment, and lack of educational commitment (Hagan, John, Ross and Blair, 1996), aspirations (Elliott & Voss, 1974), time spent doing homework (Cernkovich & Flannery, 1997), and school involvement (Natriello & McDill, 1986) are the strong predictors for adolescent deviance (Alexander & Lloyd, 2003). Bengston (2001) in his study on

‘adolescents and delinquency’ found that adolescents who had a strong bond with their parents were less likely to engage themselves in delinquent behavior. Those findings explain how attachment is a very important variable in the development of a child as it creates a bond that is facilitative to all round development.

2.5 Studies on Student Role Performance (SRP)

The Student Role Performance (SRP) is a measure of how successfully students adapt to socially expected behavior (Leone & Richards, 1989) such as mastery of beliefs, a high degree of task, involvement, persistence, generating, effective, and strategies in the face of obstacles (Skaalvik, 1997). The gender of the student affects SRP of the student. Generally, while girls earned better grades in reading and English classes (Downey & Vogt, 2005), boys earned better grades in math and science than girls (Hedges & Nowell, 1995; Pallas & Alexander, 1983) and the grade difference significantly increased during their high school years (Feingold, 1988; Klein, 1995). According to the study by American Association of University Women (1999), in school, boys receive more attention than girls and more are encouraged to study math and science. Also, boys spend more time on activities enhancing quantitative skills, such as using the computer and joining the science club outside of school, whereas girls are more likely to spend time on reading or attending art classes (Best, 1983; Lever, 1978). The study by Downey and Vogt reported that girls’ time spent on reading helped to improve their reading skills, which means they receive better reading grades. Boys’ time on computer improves their math and science skills, and so they receive better grades on math and science (2005). Gender affects different activities and it causes different educational achievement. In particular, reviews of the evidence suggest that boys suffer an educational disadvantage relative to girls, especially in terms of performance in literacy (Buckingham, 1999). There are several explanations for this increasing gender gap which

include: biological differences; gender biases (such as reading being seen as not masculine); teaching, curricula and assessment (for instance less structured approaches to teaching grammar may have weakened boys' literacy performance); and socioeconomic factors (Buckingham, 1999). Teese, Davies, Charlton & Polesel (1995) observed that, girls have been found to outperform boys within high or low socio-economic groups. Furthermore, the performance of boys deteriorates more rapidly than the performance of girls as they move down the socioeconomic scale (Teese et al., 1995).

In Nigeria, Joseph, John, Eric, Yusuf and Olubunmi (2015) conducted a study on the effects of gender on students' academic performance in computer studies of new Bussa, Bargu local government of Niger State. The study results showed that even though the male students had slightly better performance compared to the female students, it was not significant as the better performance was found to be pronounced in private schools which were shown to possess the best male brains in the study area. The findings of Joseph et al (2015) clearly explain the difference in the caliber of pupils taken to public and private school. while it is not completely true that private schools get the most brain children in the area as evident in the study findings, it is true private schools in comparison to public schools have children that come from well to do homes that can afford to buy them study materials that can help boost their intelligence.

Other studies found that extracurricular programs such as sports have an effect on educational achievement. Many studies in school sports have reported that participation in sports improves academic performance and promotes educational success (Feigin, 1994; Hanson & Kraus, 1998). Total Extracurricular Activity Participation (TEAP) raises test scores, education aspiration, and attendance. Also, TEAP helps to prevent absenteeism and dropping out of high school. The result was consistent even after race, socioeconomic status, and employment factors were taken

into account (Mc Neal, 1995). Snyder and Spreitzer argued that students gain interest in school, self-concept, attention from others, such as teachers and parents, through sports participation, and maintained good grades in school (2002). High school girls' participation in sports is associated with higher achievement in math and science, but not for boys (Hanson & Kraus, 1998). In addition, the positive effect of sports participation on academic achievement is reported for white students, but not for African American students (Sabo, Vanfosse & Merrill 1993). The research by Eitle and Eitle found that African American students were more involved in sports than white students, also football has a negative association with academic performance, regardless of the race of the students, and playing other sports increases academic performance for Whites but not for African Americans (2002).

Other factors that affect SRP of students are basic needs for student engagement with homework, practice, and attendance. Finn argued that students who fail to follow basic school regulations are more likely to have low academic performance, dropout of school, and consequently engaged in deviance (Voelkl et al., 1999). Homework preparation style clearly indicates students' effort because time spent on homework is scheduled by the student, not by school staff (Natriello & McDill, 1986). The amount of time spent on homework is associated with positive academic performance (Keith & Benton, 1992). Also, doing homework with other persons present enhances students' motivation, promoting higher grades (Leone & Richards, 1989).

Attendance is also an important factor. Students who regularly attend school are less likely to engage in delinquent behavior than students who are truant (Voelkel et al., 1999). The benefits associated with class attendance have led researchers to hypothesize that class attendance should positively correlate with academic performance (Durden & Ellis, 1995). These researchers have generally confirmed this correlation-although cautioning that the link could be more than a

casual one as students who attend lectures may already be more predisposed to academic achievement (Romer, 1993) and may exhibit greater levels of motivation (Massingham & Herrington, 2006). Despite the evidence that there may be a positive relationship between attendance and academic performance, some students continue to be absent from classes. Research has identified several possible reasons for this absence. These reasons vary from more “valid” reasons, such as illness and part-time work (Paisey & Paisey, 2004; Massingham & Herrington, 2006) to less “valid” reasons, such as sleeping late and engaging in various forms of merrymaking (Paisey & Paisey, 2004). Much of the research at the university level investigating the reasons for non-attendance and the possible correlation between student attendance and academic performance has been performed in various business and economic subjects other than accounting. Researchers applying the Myers-Briggs Type Indicator have concluded that accounting students’ personality types and learning styles differ from students in other disciplines (Booth & Keen, 2006). Further, it has been suggested that accounting students differ from other students in terms of achievement, attitude, goal orientation independence and self-discipline (Giacomino & Akers, 1998; Riderner, 1999). Accordingly, given these differing characteristics, the generalisability, to an accounting context, of the theories developed outside of accounting may be limited (Ylijoki, 2000). Little research considering class attendance has been conducted in an accounting context. Paisey and Paisey (2004) conducted an exploratory study in this regard and their results provided initial confirmation of the generalizability of the theories developed in the broader body of literature to an accounting context. The results reported by Paisey and Paisey (2004) are limited to a small accounting class of 81 students in Scotland. The generalizability of the theories has therefore yet to be established in a larger accounting class in another country. It is submitted that the background of the students who study at a South African

University may differ from that of students who study at a Scottish University. Non-attendance at a South African University could potentially be influenced by factors which may not be present in Scotland, such as a non-existent or very poor public transport system, language barriers and vastly different levels of quality and pedagogical styles within school education systems as a result of previous historical and political influences. Further preliminary research by Mc Chlery and Visser (2009) has hinted at possible learning style differences between accounting students in the UK and South Africa. The broader body of literature on learning style differences has identified a latent association between students' level of individualism and their preference to learn by doing or watching (Sugahara & Boland, 2010). Accordingly, any difference between the Scottish and South African students' learning style preferences may impact on their preference to "watch" (i.e. attend lectures or not). Finally, the Scottish study considered lecture and seminar attendance separately and concluded that lectures had a higher average attendance level and that lecture attendance was a better indicator of performance than seminar attendance (Paisey & Paisey, 2004). Given that the nature of classes in this study is limited to lectures, comparisons drawn between results of this study and that of Paisey and Paisey (2004) are restricted to lectures.

2.6 Influence of School Environment (location, teachers, facilities and socioeconomic status) on SRP

Schools according to Sentamu (2003) are social institutions in which groups of individuals are brought together to share educational experiences and such interactions may breed positive or negative influences on learners. School climate and school resources influence SRP. School climate is defined as the academic orientation of school, Socioeconomic status, academic ability, racial demographic, and teachers' expectations. Also physical plant, science equipment, library

books, technology and other instructional tools are defined as school resources (Hallinan, 2001). Cleman and Hoffer (1987) found that Catholic school students have higher achievement scores than public school students and the rates of dropping out of school are lower because religious affiliation enforces to family values and functional communities. (Bryk, Lee & Holland, 1993) examined the climate of Catholic schools and found a strong academic curriculum, communal organizations, decentralized governance, and an emphasis on philosophy to inspire students to engage with academic achievement. Also, the majority of predominately white schools have more resources than predominately African American schools, and the racial composition of schools affects educational achievement. African Americans attending academically strong schools receive higher scores than African American attending academically weaker schools, and African Americans attending schools with a high white student's ratio have higher educational achievement (Hallinan, 2001).

A study showed that students receive higher grades, not for just course work, but also when they show interest in art, music and literature (Bourdieu, 1970; DiMaggio, 1982). Schools with low socioeconomic status (SES) tend to have few resources available to students, and the elimination of school extracurricular program such as clubs, artistic groups, athletics and student government can play an important role in increasing the alienation and subsequent delinquency of adolescents (Polk, 1984). These can constrain students from the opportunity of rewarding academic success (Polk, 1984). Several theories pointed that delinquent behavior is associated with quality of school itself (Henggler, 1974) because school curriculums are established by the school site (Hallinan, 2001).

Hellman and Beaton (1986) argued that a high student-teacher ratio is associated with low class attendance, unstable student population, and delinquent behavior. Hallinan (2001) proposed that the formation of smaller class size is one way to reform the academic curriculum and enhance social bonds within schools. Students have more opportunities to obtain information that is used for improving their grades when they have more opportunities to talk with their teachers (Hallinan, 2001). Also the more students communicate with their teachers, the more chances students are encouraged to follow school expectations, norms, and create social bonds, which help students receive higher grades (Broh, 2002).

Onyeachu (1996) examined the influence of school environment on the student role performance in secondary schools in Lagos state. The study revealed a strong relationship on performance of learners in relation with school environment. Factors such as school facilities, class size, school location, and school plant planning were also examined to determine their effect on the academic achievement of secondary school students. In that study it was found out that most of secondary schools have inadequate facilities to support teaching and learning process thus leading to mass failures.

Provision of adequate learning facilities at all levels including equipment and human resources enhances quality and relevance of imparted skills of learners (Lumuli, 2000). Juma (2011) links performance in examinations to the state of teaching and learning resources in schools. He notes that students from poor backgrounds perform poorly in the examinations because the poor are often in areas where schools are seriously deprived of vital facilities. He adds that in most of the nation's secondary schools, teaching and learning takes place in most uncondusive environments, lacking the basic materials like books and thus hindering the fulfillment of educational objectives. Ahmed (2003) posited that provision of educational facilities like

availability of library facilities, laboratories and computer facilities in school enhances good academic performance of pupils. He adds that such school facilities provide educational resources that facilitate effective teaching and learning in schools. Isaiah (2013) identifies that school facilities are critical as they determine trends in school activities and processes in the view that are essential influence on student achievement. The author elaborates that school physical environment play key roles in influencing students level of satisfaction and their level of performance. It is because of the importance of the physical environment to the quality of education that, Farombi (1998) opined that a wealthy nation or society establish good schools with quality teachers, learning infrastructure that with such, students may learn with ease thus bringing about good academic achievement.

Physical materials in terms of adequate and quality have been noted to have a great impact on academic performance of students in the examination (Husen, Saha & Nounan, 1978). A school with inadequate classrooms will be forced to accommodate more students than recommended. This will exert a lot of pressure on resources such as teachers who may compromise their methodology as part of adaptive mechanisms (Nafukho, 1991; Pscharapolous & Woodhall, 1985). Teaching subjects theoretically that are supposed to be taught practically ends up affecting negatively students' academic performance reducing their competitiveness for opportunities whose placement is pegged on performance in such subjects (Lumuli, 2000). Hallak (1990) in specific stipulates clearly that facilities (school buildings, classrooms, libraries, recreational equipment, apparatus and other instructional materials) form one of the potent factors that contribute to academic achievement in the school system.

Poor academic performance among learners has been associated with the location of the school (Engelbrecht, Kriegler & Booysen 1996). Adell (2002) argued that poor performance in schools is an international problem that has been linked to the low socioeconomic background of the learners and school location which affect academic performance. Numerous studies link learner's poor academic performance in specific with the walking distance which the learners travel to reach their schools. Engelbrecht et al. (1996) in a study which investigated the location of schools revealed that distance traveled by learners from home to school correlated positively with the academic performance of the students. The researcher elaborates further that most of the learners were affected by the distance which made them use most of their time on travelling than learning. Similarly, Galabawa (2002) in a study which he conducted revealed that, when schools are located far distance from home, academic performance of learners is affected, as most of them remain with little time to concentrate on their studies due to the long distances they travel to reach their schools. Moyo (2013) said that walking over long distance to and from school might lead to late coming at school and at home after school in the evening. He explained that because of longer walking distance, fatigue and hunger lead students to drowsiness during learning as a result of walking over long distances compared to students from rich families who usually cycled to school making them at the advantage of arriving at school early without having lost any considerable amount of energy. Walking distance as it has been identified by several researchers appears to be a common factor for poor academic performance. Adeboyeje, Olaniyi and Adepoju (2003) identify home - school distance through involvement of stakeholders as one among several factors that causes poor performance of students in public examinations. Other factors were identified to include poor location of school, high student teacher ratio, poor supervision, monitoring and evaluation, lack of good textbooks, and non-conducive environment

among others. (Reche, Bundi, Riungu & Mbugua, 2012) indicate that walking long distances to school greatly make students reach it with empty stomachs and lateness influencing negatively, their academic performance. Hallak (1990) stipulates clearly that, appropriate places in which school and its facilities are located significantly contribute to academic achievement. This was as well shown by Haverinen-Shaughnessy, Moschandreas, and Shaughnessy (2011) that locating a secondary school at a place which would significantly lead to poor learning environments have proved to contribute to irregular student attendance and dropping out of school. Students from non-metropolitan areas are more likely to have lower educational outcomes in terms of academic performance and retention rates than students from metropolitan areas (Cheers, 1990). Despite an adequate number of educational facilities in rural and remote Australia, school children from these areas remain disadvantaged by other factors (Birrell & Khoo, 1995). Issues affecting access to education in regional areas include costs, the availability of transport and levels of family income support (Cahill, 1996). Furthermore, students may also have limited recreational and educational facilities within their school (HREOC, 2000).

Teachers play an important role in the trajectory of students throughout the formal schooling experience (Baker, Grant, & Morlock, 2008). Teachers who support students in the learning environment can positively impact their social and academic outcome, which is important for the long-term trajectory of school and eventually employment (Baker et al, 2008). When teachers form positive bonds with students, classrooms become supportive spaces in which students can engage in academically and socially productive ways (Hamre & Pianta, 2001). Positive teacher-student relationships are classified as having the presence of closeness, warmth and positivity (Hamre & Pianta, 2001). Students who have positive relationships with their teachers use them as a secure base from which they can explore the classroom and school setting both academically

and socially, to take on academic challenges and work on social- emotional development (Hamre & Pianta, 2001). This includes relationships with peers, and developing self- esteem and self - concept (Hamre & Pianta, 2001). Through this secure relationship, students learn about socially appropriate behaviors as well as academic expectations and how to achieve these expectations (Hamre & Pianta, 2001).

Teachers normally form expectations for their students. The formation of expectations does not necessarily mean that teachers communicate those expectations to their students (Alderman, 2004). However, research has shown that a number of teachers do convey expectations, in a number of ways, sometimes with the teachers not being aware of it (Good and Weinstein, 1986). Some teachers are influenced by some student's characteristics, label them as 'less able' and use differential practices and behavior (Alderman, 2004). This kind of teacher bias, however, can have a negative effect on their self-efficacy perceptions, that is, their personal judgments about their capabilities to organize and execute courses of action required to produce designated types of educational performances (Bandura, 1997; Zimmerman, 1999). Questioning strategies by teachers can convey the meaning that the teacher expects much or little from students (Thompson, 1997). Many teachers adopt different questioning techniques depending on their assessments of student ability. For example, they often pay more attention to the answers of high achievers and wait longer before calling on someone else (Thompson, 1997). Thompson (1997) argues that, this kind of treatment demoralizes those who are not high achievers and end up dampening their morale to aim high. In addition to the above teaching behavior by teachers, students who are considered more capable are often provided with more opportunities to perform publicly on meaningful tasks, have more choices in assignments, and are shown more respect as individuals by teachers leaving out the low achievers (Cooper, 2000). Fieldman and Saletsky

(1986) claim that, differences in treatment by the teachers may affect considerably the involvement of delinquency especially at school, obviously resulting in poor academic performance.

2.7 Influence of Family conditions (Size, structure, education of parents and socioeconomic status) on SRP

Family is a primary site for social capital, thus family factors play an important role in students' academic achievement (Parcel & Dufur, 1998). Literature has pointed out family factors which may have an influence on student role performance such as; Parental control, supervision, parental discipline, parental conflict or separation, parental abuse or neglect, family size and the parent-child relationship (Graham & Bowling, 1995).

Usually, adolescents from two-parent families have better academic achievement than adolescents from single parent families (Cherlin, 1992; McLanahan & Sanderfur, 1994; Zill, 1996). Adolescents who grow up in two-parent families also have lesser dropout rates than those with step-parents (Astone & McLanahan 1991; McLanahan&Sanderfur, 1994). Several studies show that single-parent families have a significant effect on the child's delinquent behavior and academic performance (Chilton & Markel, 1972). It is argued that single-parents have economic and financial burdens where they have to work full time jobs to cope with psychological and physical responsibilities that a family brings about. This however, leaves little time for the parent to attend to the child's needs and attention (Astone & McLanahan, 1991). Burges (1979) further adds that due to the lack of economic and psychological support that the single-parent goes through, he believes that single-mothers have an unhealthy relationship with their children and less time to discipline them. Hirsch (1969) claims that, step-fathers who do not feel obliged to attend meetings at schools of their step-children and who do not control them make them feel

neglected which in return lead to lack of respect towards adults as well as teachers and school administrators.

Parental family structure affects the grade point averages on math scores for African American students, however, not for whites (Payne, 2003). Similarly, Berns (2007) reported that adolescents in two parent family structures are less likely to report school problems and academic failure than are children from single parent families because of the behaviors, like stress, lack of control and supervision after school hours that may be found in the latter structure. This according to Clark and Shields (1997) is due to the fact that the levels of communication in most single-parent families are less than in two parent family structures. Clark and Shields (1997) also reported that the level of familial communication is related to adolescent delinquent behavior. McLanahan and Carlson (2002) contend that children in female headed homes are often deprived of two types of resources. The authors argue that a father might contribute to the provision of economic, social, and emotional resources. They further argue that in situations where such responsibilities were left to a woman alone, she would be more stressed than she would be if responsibilities were shared hence, she would fail to give the children the support they need. Literature has also shown that adolescents in such situations have difficulties with academic work and conforming to school rules and that they interact aggressively with their mothers, their teachers and their peers especially if the single parent structure is due to divorce, desertion or separation (McLanahan & Carlson, 2002).

However, problems for fathers raising children single handed are reported to be similar to those of mothers. In general, fathers alone find it more difficult to obtain child-care help, as a result, they have role overload like having to work, care for children, maintain their houses and many others. This overload in their daily routines result in both their children's social life and theirs

suffer (Amato, 2000). This in most cases leads to children's antisocial behavior with peers and the community which includes delinquent behaviors at school and poor academic performance (McLanahan & Carlson, 2002).

A study carried out in Kenya on the 'influence of family structure on delinquency and academic performance' found that delinquent behaviors such as truancy, and poor academic performance were related to single-family structure (Mullens, 2004). The study also showed that children who were charged with more serious acts of delinquency and poor academic performance were from broken homes than children charged with lesser acts of misconduct. The Kenya study concluded that there was a link between child deviance and academic performance and single-parent family structure. In another study by Mugo et al (2006), there was an indication that in instances where the family was 'incomplete' for one reason or another, family became disrupted and failed to control their children's behavior and provide educational needs, as a result, children became problematic and performed poorly at school. An adolescent in an intact two-family structure enjoys the socialization roles of both mother and father and are said to perform better in school (Mullens, 2004). High quality father-child ties may be particularly important for the child's well-being because fathers who develop close affective bonds with children can be more effective in monitoring, teaching, and communicating with their children, thereby allowing the social capital inherent in the father-child relationship to be realized (Amato, 2000). Children from homes with two parents have lower incidences of illegal behavior that is paralleled by their lower rate of susceptibility to peer pressure to commit deviant acts as two parents may take turns in controlling and supervising the children (Mullens, 2004). Lack of parental control and supervision is said to have a direct influence on student role performance that may in turn affect a Childs' academic performance (Steinberg, 1987).

The number of siblings also affects academic performance. As the number of sibling increases, individual academic performance decreases (Downey, 1995). Hill and Stafford (1974) studied that children receive less attention as their sib ship size increases, and less encouragement from parents (Blake, 1981). Children who have many siblings cannot receive many parental resources, and it leads to lower educational attainment (Downey, 1995). Booth and Kee (2006) confirm that children from larger families have lower levels of education. They add on to say that, when the family size is large, there will be no adequate concentration on the child by their parents based on the academic performance of the child. Blake (1981) argues that, smaller families tend to result in higher IQ, academic achievement, and occupational performance whilst large families produce more delinquents. He further goes on to state that, the size of the family in which the child grows especially if the family does not have adequate resources will affect the child's growth and development due to lack of quality feeding, lack of proper medical care and a child will not be given the required attention on his or her academic work which can make him or her lose focus.

According to Johnson (1996) poverty of parents has resilient effects on their children's academic work; it makes them lack enough resources and funds to sponsor their education. United States Census Bureau (2000) on the relationship between poverty and student's performance found that a student from a family of low economic status plays a huge role in their own education. Parents with lower income often have to work longer hours to earn their small income and they might not even have time to check their children's work (Johnson, 1996).

Parental involvement affects the SRP of children (Payne, 2003). Family interaction is one of the factors enhancing or interfering with the effectiveness of homework (Mac Dermott, 1987). Studies show that doing homework alone is not rewarding and is associated with poor academic performance. Whereas doing homework with a parent or with family member is associated with gaining attention and better academic performance (Leona & Richards, 1989). Henderson and Berla (2004) argue that when parents are involved in their children's education at home, they do better in school. Student achievement improves when parents become involved in their children's education at school and in the community. Steinberg (2006) three-year study of 12,000 students in nine high schools in the United States (U.S) revealed that community involvement draw parents into the schools physically and are most effective in improving academic achievement through attending school programs, extracurricular activities, conferences, and 'back to school' nights. It was concluded that when parents come to school regularly, it reinforces the view in the child's mind that school and home are connected and that school is an integral part of the whole family life (Steinberg, 2006). According to Hammer (2003) the home environment is as important as what goes on in the school. Important factors include parental involvement in their children's education, how much Television children are allowed to watch and how often students change schools. Achievement gap is not only about what goes on once students get into classroom, it's also about what happens to them before and after school (Hammer, 2003). Results indicate that parent involvement and encouragement are strongly related to improved student achievement (Odhiambo, 2005). Adolescents raised in families with close, open communication and trusting environments are more likely to perform better in school (Scott-Jones, 1995), and complete more years of school (Rumberger et al., 1990) than adolescent who have the opposite family environment (Lamborn, Nina, Steinberg.,

&Dornbusch, 1991). Also, parental monitoring and supervision increase children's academic outcomes (Astone & McLanahan, 1991; Scott-Jones, 1995). Other studies indicated that parents' involvement in school such as attending school, volunteering at the school, and joining the school governing structure influence children's academic performance (Estein, Karen & Mavis, 1997). An American Kean (2005) suggested that more highly educated parents actively encourage their children to develop higher expectations of their own. He further pointed out that students perform better in school if their parents as well as mothers are actively involved in their education. The home environment provides environment for learning and is an element of the basics for students' life that can affect academic performance. Providing opportunities to learn outside the school helps to facilitate student's success in the school environment.

Family socioeconomic status (SES) also affects SRP. For both African American and white adolescents, their family SES is highly associated with the differences in math grades and grade point averages (Payne, 2003). Adolescents from families with lower SES tend to have less schooling years than adolescents from families with high SES (Entwisle, Karl, & Linda, 1997; Hofferth et al., 1998). Reversibly, the United States Department of Education reported in 1996 that students with lower academic achievement and more likely attend high poverty schools. Graetz (1995) argues that children from high socioeconomic status families perform much better at school compared to children from low SES families. According to Graetz (1995), one's educational success depends very strongly on SES of the parents. Considine and Zappola (2002) argue that families where the parents are advantaged socially, educationally and economically foster a high level of achievement in their children. The research agrees with (Considine & Zappola, 2002) because students from high SES backgrounds are well exposed to scholastic materials, which aid their intelligence. The difference between test scores develops during the

summer break when school is out (Entwisle et al., 1997), because adolescents from high SES families have more access to join activities, gain resources, and increase their intellectual development when school is not in session (Heyns, 1978). Combs (1985) adds that the findings of many empirical studies suggest that children whose parents are at the bottom of the social economic hierarchy are not as inclined to seek or gain access to available educational facilities as the children with families who are located at the middle or top of the hierarchy. Dills (2006) had a similar view with Combs (1985) when she found that students from the bottom quartile consistently perform below students from the top quartile of SES. Considine and Zappola (2002) found that children from families with low income are more likely to exhibit the following patterns in terms of educational outcomes; have lower levels of literacy, innumeracy and comprehension, lower retention rates, exhibit higher levels of problematic school behavior, are more likely to have difficulties with their studies and display negative attitudes to school. Bliss (2004) is of the view that many students from low socioeconomic homes respond incomprehensively to classroom teaching because their home environment has not exposed them to the kinds of materials used in school. If home environment is not intellectually stimulating some students find it difficult to cope up with school and many eventually drop out of school. Berinstuern (2008) argues that high income enables parents to give their children the advantage of what money can buy. A high income parent provides their children with household equipment like educative videos, textbooks, good schools which can equip them in academic performance. According to (Jenks, 2008), many students from low income homes are kept away or sent out from school or excluded from certain activities for lack of money to provide the prescribed equipment or materials. They suffer from stigma of being isolated during break or meals because of poverty.

Parental educational level influence SRP. Students, who have well educated parents (Coleman, 1988; Downey, 1995; Hagan & Blair, 1996) and parents with high educational expectations (Baumrind 1991, Clark 1983, Fegin 1995; Rumberger, Ghatak, Poulos & Dorabusch, 1990), comprise the major determinants of educational attainment (Blau & Duncan 1961; Featherman & Hauser, 1978; Sewell & Hauser, 1975). Parents who have a good standard of education encourage their children to further their education. Such parents tend to keep closely monitoring their children's school development and achievements and expect their children to be productive in the work carried out at school (Cohen, 1955). On the other hand, parents with a low standard of educational level may feel uncomfortable in interacting with teachers and school officials while expectations and aspirations for the future career of their children is very limited (Myers et al., 1987). Specifically, a father's involvement in school has positive effect on children's academic success (U.S Department of Education, 1998). Several studies show that the father's education has a stronger impact than even siblings on education attainment (Blake, 1981). Also, adolescents who have fathers involved in school are less likely to be expelled or suspended, even when father's educational level, income and race variables are controlled (Alderman-Swain, 2000). Dornbusch, Leiderman, Ritter, Roberts and Fraleigh (1987) purport that parental educational level affects parenting style which in turn affects children's academic performance. Dornbusch et al., (1987) added that families with higher educational levels are likely to be more permissive and less strict in parenting. According to Mullis and Jenkins (1990) and White (1982), Parental education shows a strong correlation to student's academic achievement. Researchers, DeBaryshe, Patterson, and Capaldi (1993) observed that, parents with lower educational attainment used coercive strategies for discipline which in turn, predisposed their children to antisocial and abnormal behaviors. Such children performed poorly in school

(DeBaryshe et al., 1993). Melby and Conger (1996) found that a mother's and father's educational attainment link positively adolescents' academic performance. Stevenson and Baker (1987) reported that well-educated mothers who have a predisposition to information about school are more likely than less educated mothers to discuss their child's school performance. The same study by Stevenson and Baker (1987) showed that well educated mothers' expectation levels are higher and they have more demands of academic achievement for their children. Smith (1989) examined the difference between paternal and maternal influence on students' academic performance and educational goals, and concluded that 6th, 8th and 10th grade students were greatly impacted by parental educational attainment. Other studies by Oh-Hwang (1994) found that fathers' educational attainment levels had a significant relationship and achievement scores in American and Korean samples. Other significant results were that fathers who had higher educational levels had children who were more intelligent and higher achievers. On the other hand, the educational attainment indirectly affected the psychosocial maturity of adolescents and children of American and Korean samples (Oh-Hwang, 1994). Well-educated mothers were more involved in their children's activities, and their involvement led their children to be more self-reliant (Oh-Hwang, 1994). In a study of nearly 25,000 8th graders, Lee and Peng (1994) found that students whose parents only attained high school diplomas were five times more likely than their peers to drop out of high school by the 10th grade. Authors such as Hudson (1991), and Bowman (2007) noted that the influence of parental education and income had an impact on the college experience of their children. Parents who have college degrees tend to have higher incomes and higher educational attainment, and their children attend selective colleges more frequently than their first generation college peers (Bowman, 2007). Hudson (1991) agrees that parental educational attainment has long-term influence on student educational attainment.

Students whose parents have degrees are often predisposed to environments of academic preparation and achievement which reinforce the retention of first-year college students (Hudson 1991).

2.8 Summary of literature review

The literature reviewed in this section shows that school factors directly affect both student role performance and test scores. School is an institution that gives social discipline for students and defines what socially expected behavior is. School factors, such as teacher-to-student ratio, racial demography, school climate, and school SES are part of the factors that influence SRP and test scores. For example, students attending school that have conditions hindering learning receive lower test scores than students attending school without such hindering conditions. Also schools with high SES can provide students more resources to help increase SRP, therefore students attending school with high SES receive higher test scores.

Literature has also reviewed that family factors also have indirect effects on test scores. Such things as family size, structure, parental education, parental involvement in school activities and parental monitoring influence SRP. For example, students from families with open and trusting relationships have higher academic achievement than students from families that are not open to each other. Also, high SES families can provide their children with more resources, which increase SRP and then indirectly increase student's test scores. However, none of these studies has combined family conditions, school environment and social bonds to determine their influence on student role performance in determining academic performance, hence the need for this study.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the research methodology that was used to collect data and the means of analyzing it to arrive at the study's conclusions. Among other important components in this chapter are research design, methods of data collection and methods of data analysis.

3.1 Research Design

Kombo and Trompo (2006), describe research design as something which can be thought of as the structure of research. They further say, it is the glue that holds all of the elements in a research project together. Orodho (2003) defines it as the scheme, outline or plan that is used to generate answers to research problems.

This study sought to evaluate the relationship between academic performance, and student deviance exhibited in form of student role performance. The main aim was to examine the effects of social bonds, school and family on Student role Performance in determining academic Performance. A cross sectional quantitative descriptive study design was selected for this study. A cross sectional design of such nature was chosen because very little is known in such an area (Creswell, 2002; Gliner, Morgan & Harmon, 2000) and the researcher wanted to show what would be happening on the ground relating to how strong the social bonds (school environment and family conditions were) in influencing academic performance. A cross-sectional study like this one was justified as the researcher wanted to carry it out at one time point or over a short period lasting one or two months. Data could also be collected on individual characteristics,

including exposure to predictors (school environment and family conditions) alongside information about the outcome (academic performance). In this way a cross-sectional study was going to provide a ‘snapshot’ of the outcome and the characteristics associated with it, at a specific point in time (Creswell, 2002; Levin, 2006).

3.2 Study Population

Kombo and Trompo (2006) define population as a group of individuals, objects or items from which samples are taken for measurement. Population can also refer to an entire group of persons or elements that have at least one thing in common. Population also refers to the larger group from which the sample was taken. (Cohen, Manian & Morrison, 2006).

In this study, the population consisted of Grade 12 pupils from four selected secondary schools in Chingola District.

3.3 Sample Size

The sample size was drawn from a population of 3000 Grade 12 pupils in four secondary schools of Chingola urban, using Yamane’s (1967) sampling formula. In actual fact, the ideal sample was 353. Three hundred and fifty three questionnaires were administered and 248 were included in the analysis. The response rate stood at 70.2%. In the sample, more than half 64.9% were males and 35.1 % were female. The distribution by school did not vary much as nearly each school had a quarter represented.

3.4 Sampling Procedure

According to Kombo and Trompo (2006), sampling procedure is a technique a researcher uses to gather people, places or things to study. It is a process of selecting a number of individuals or

objects from a population such that the selected group contains elements of the characteristics found in the entire group.

Simple random sampling was used in this research to select participants. The researcher decided to use simple random sampling to select pupils from the four secondary schools because the population of study was small and this procedure is usually used when the size of the population is small and each member of the population has equal chance of being selected. Names of schools were listed and letters assigned against each school using a table of random letters to select the four schools.

3.5 Data Collection Tools

For estimation of school deviant behavior and social bonds which factors are linked to deviance and academic performance, a questionnaire was used. The use of the questionnaire was arrived at because the availability of many respondents at a time makes it possible for the researcher to collect data within a short period of time, get a high response rate and also reducing the financial expenses.

The questionnaire for this study consisted of items for recording the students' positions. These items were classified according to two demographic factors, predictors of deviance being family conditions and school environment as well as academic performance (See appendix II).

3.6 Data Collection Procedures

In research, data collection refers to the gathering of specific information aimed at proving or refuting some facts. It is important to mention that piloting the research instrument is a vital pedagogical tool in preparing for an authentic study. The piloting of questionnaires for this study

was done. The piloting was done to test validity and reliability of the research instrument for the study. Additionally, piloting provided an opportunity for the researcher to establish internal consistency of questions and rephrase questions which might have not been appropriate for the required data.

Following the pilot study, data was collected following approval by the school management with prior authorization by the District Education Board Secretary (DEBS) and participants completed questionnaires voluntarily. The questionnaires were given to the pupils who were selected randomly using a class register. The questionnaire was to be answered by the pupils at their own time. Questionnaires were collected at the end of term 1. Consent to access participants' academic records and end of term grades was sought from the class teachers.

3.7 Ethical Considerations

Ethical concerns are key in the provision of a pleasant atmosphere required for participants to answer questions with open minds. In conducting this research, the researcher observed a number of ethical issues regarded in research. For example, before the commencement of the study, the researcher had to seek permission from responsible officers to allow her entry into their premises and conduct the study. When getting permission, the researcher also explained the kind of study she was carrying out. The researcher also informed all the participants that the information that she was going to collect from them was for educational purposes and she would maintain confidentiality at all times. This was evident in the manner the questionnaires were designed. There was total anonymity as no names were required when filling in the questionnaires. Participant's rights during the research process were exposed to them or rather made known. The researcher informed respondents that they were at liberty to withdraw from

participating from the study at any point whenever they felt uncomfortable to continue as research respondents.

3.8 Measurement of key variables

3.8.1 Academic Performance Measure

Academic performance was measured using the current grading based on the points obtained and the best six subjects were used. The Grade classification distinction, merit, credit, satisfactory and unsatisfactory was used in this study. Delinquency was measured on a five point Likert scale and eleven items were used (see Appendix I). Respondents were requested to state to what extent each statement was characteristic of them as follows: 1 for always, 2 for frequently, 3 for occasionally, 4 for seldom and 5 for never.

3.8.2 Family Bonding Measure

Family bonding was measured on a five point Likert scale and ten items were used (see Appendix I). The five point scale required respondents to state to what extent each statement was characteristic of them as follows: 1 for strongly agree, 2 for agree, 3 for somewhat agree, 4 for disagree and 5 for strongly disagree.

3.8.3 School Bonding Measure

Finally, school bonding was also measured on a five point Likert scale and ten items were used (see Appendix I). The five point scale required respondents to state to what extent each statement was characteristic of them as follows: 1 for strongly agree, 2 for agree, 3 for somewhat agree, 4 for disagree and 5 for strongly disagree.

3.9 Data Analysis

The Likert statements were first analysed singularly to determine how respondents performed on each Likert type item. Further analyses were done to compute the group or domain. This was done by summing up individual scores of the Likert type items in a trait. The justification for summing up the Likert items was that sets of Likert items could be combined to form indexes (Allen & Seaman, 2007; Brown, 2011) and from this combination, means, medians, modes dispersions could be computed. From the sums, the analysis could effectively be done as interval scales and these scales could be converted to categorical scales (Carifio & Perla, 2007; Jakobsson, 2014) to enable the researcher determine the level of deviance as well as the categories of bonding.

Data from the survey questionnaire was analyzed using the Statistical Package for the Social Sciences (SPSS), Version 17.0. Chi squares tests were generated to test associations of key variables.

CHAPTER FOUR

RESEARCH FINDINGS

4.0 Introduction

Following the demographic profile, the results in this chapter are organised in two ways. The first relates to a structural arrangement. Here the researcher treats the evidence as stemming from the research questions.

4.1 Demographic Profiles of Participants

The participants were drawn from four secondary schools of Chingola Urban namely; School A, School B, School C and School D. The distribution by school did not vary much as nearly each school had a quarter represented. From the findings, 46.4 % of the respondents were living with their mother and father and the rest 53.6% of the respondents in the study were living with mum alone, dad alone, grandparents, uncle, aunt or sister. The person the respondents were living with was predominantly working for an organisation was 59.3 %, self-employed was 23.4 % and just staying at home was 17.3 % (See Table 1).

Table 1: Demographic profile of participants

<i>School</i>	<i>Frequency</i>	<i>Percent</i>
School A	60	24.2
School B	64	25.8
School C	65	26.2
School D	59	23.8
Total	248	100
<i>Gender</i>		
Male	161	64.9
Female	87	35.1
Total	248	100
<i>Person Living with</i>		
Mum and Dad	115	46.4
Mum alone	38	15.3
Dad Alone	15	6.0
Grandparents	45	18.1
Uncle	19	7.7
Aunt	13	5.2
Sister	3	1.2
Total	248	100

Source: Field Data 2018

4.2 Rating by Being Better in Some Subjects

The pupils who were enlisted in this study indicated that they were better in other subjects like Religious Education, Civic Education, History, and Geography whilst, they were fair in subjects like Mathematics and English and that they were poor in Science (See Table 2).

Table 2: Rating by Being Better in Some Subjects

Subjects of Study	Frequency	Percent
Other subjects	79	31.9
Mathematics	67	27.0
English	64	25.8
Science	38	15.3
Total	248	100.0

Source: Field Data

4.3 Profile of Deviant Behavior among Students

An assessment was done to see the level of deviance using a five point Likert item. It is evident from Table 3a and 3b below that, there were 62.9% respondents who were not deviant (except for skipping the class) and this is because 37.1% respondents acknowledged to frequently skipping class.

SA – Strongly Agree, **A** – Agree, **SWA** – Somewhat Agree, **D** – Disagree, **SD** – Strongly Disagree

Table 3a: Level of deviance

Deviant variable	SA	A	SWA	D	SD
I could fight at school	48	17	4	179	0
I skip class	1	164	23	60	0
I am absent from school	0	62	20	14	152
I miss doing homework	0	57	17	27	145
I like sports and as such I cannot skip it	0	54	33	27	134
I like home economics and as such I cannot skip it	0	57	27	42	122
I like English and such I cannot skip	0	37	12	14	185
I like science and as such I cannot skip it	0	42	12	7	187
I like mathematics and as such I cannot skip it	0	53	11	11	173
I like other subject and as such I cannot skip them	0	58	6	21	163
I speak back to teachers	0	30	9	18	191

Source: Field Data 2018

Table 3b: Level of Deviance

Category of deviance	Frequency	Percent
Deviance	92	37.1
Not deviance	156	62.9
Total	248	100.0

Source: Field Data 2018

4.4 Contingence of delinquency and gender

A Chi Square of association test was conducted to determine whether gender and type of school where a pupil went to, was linked with deviance. Relating to gender, the results showed that there was no statistically significant association between gender and type of school where a pupil went to. $X^2(1,239), =1.39, p > 0.05$ (See Table 4).

Table 4: Contingence table of delinquency and gender

	Category of delinquency		Total
	Delinquent	Not delinquent	
Male	64	97	161
Female	28	59	87
Total	92	156	248

Source: Field data 2018

4.5 School and deviance

Considering the social economic status and location of the school, the evidence shows that there was a statistically significant association. $X^2(1,243) = 10.89, < 0.05$ (See Table 5).

Table 5: School and deviance

	Category of deviance		Total
	Deviant	Not deviant	
School A	17	43	60
School B	22	42	64
School C	35	30	65
School D	18	41	59
Total	92	156	248

Source: Field data 2018

4.6 School Environment and Family Bonds

Noting that there were two types of bonds under assessment and these are the school environment and the family bonds, their profiles were analyzed and the results are presented in Table 6 below.

An assessment was done to determine the extent the school environment fares in enhancing a serene environment for pupils to bond and learn from using a five point Likertitem. Considering that, 1 is for strongly agree, 2 for agree, 3 for somewhat agree, 4 for disagree and 5 for strongly disagree, it was observed that, there were more respondents who strongly agreed and agreed that the school environment offered a favorable environment to study or learn from than those who disagreed and strongly disagreed (See Table 6).

Table 6: School Environment and Enhancing Studying or Learning

Deviant variable	1	2	3	4	5
My school is in a good place and it helps me to get grades I have	80	72	23	24	49
My school favours children to pass when a child is white or black	40	69	17	15	107
My school favours children from the type of family (rich or poor) and this is related with the grades I have	28	56	24	30	110
My school has books and this is related with the grades I have.	46	94	20	18	70
My school has good teachers and this is related with the grades I have.	91	56	21	28	52
My school has equipment and this is related with the grades I have.	61	84	46	17	40

Source: Field Data 2018

4.7 Categorisation of School Environment

Based on the categorisation of deviance, in the sample, 10.9% indicated that the school environment was not a serene place to learn and study from as compared to 89.1% who indicated that it was serene or somewhat serene (See Table 7).

Table 7: Categorisation of School Environment

Category of deviance	Frequency	Percent
A serene school environment	119	48.0
Somewhat serene school environment	102	41.1
Not a serene school environment	27	10.9
Total	248	100.0

Source: Field Data 2018

4.8 School and category of school bond environment

An association test was done to see whether gender and social economic status and location of the school were related to bonding in reference to a serene school environment. Considering the social economic status and location of school, the evidence shows that there was a statistically significant association. $X^2(14.283) = 0.027, p < 0.05$ (See Table 8).

Table 8: School and category of school bond environment

School	Category of school environment			Total
	A serene school environment	Somewhat serene school environment	Not a serene school environment	
School A	28	22	10	60
School B	38	21	5	64
School C	25	37	3	65
School D	28	22	9	59
Total	119	102	27	248

Source: Field Data 2018

4.9 Gender and category of school bond environment

A Chi square association test was done to see whether gender and type of school were related to bonding in relation to a serene school environment. Considering gender, the evidence shows that there was no statistically significant association. $X^2(2.039) = 0.361, p > 0.05$ (See Table 9).

Table 9: Gender and category of school bond environment

	Category of school environment			Total
	A serene school environment	Somewhat serene school environment	Not a serene school environment	
Male	72	71	18	161
Female	47	31	9	87
Total	119	102	27	248

Source: Field Data 2018

4.10 Family Environment and Family bonds

The family environment was also assessed to see the extent with which it fares in enhancing a favorable environment for pupils to study and be helped by the family using a five point Likert item. If we take 3 for somewhat agree as the median, one will observe that there are more respondents on the left who strongly agree as well as agree that the family environment is favorable to study from or enhances learning and support particularly in four areas and these are:

- a) Those who are supporting my education are also educated.
- b) Those who are supporting my education are close to me.
- c) Those whom I am living with encourage my schooling by paying attention to homework.
- d) Those who are supporting my education talk to me about school.

The family does not offer learning and support in terms of:

- a) Those who are supporting my education do not believe in me especially what I can do after school.I ask people at home to help me with school work.
- b) I live in a house where others don't help in my school home work.
- c) I am in a family where no one is concerned with how I feel about school things.

(See Table 10).

Table10: Environment and enhancing a serene environment

Deviant variable	1	2	3	4	5
1) Those who are supporting my education are also educated	102	91	24	18	13
2) Those who are supporting my education are close to me	121	61	32	18	16
3) Those whom I am living with encourage my schooling by paying attention to homework	91	53	51	37	16
4) Those supporting my education talk to me about school	110	46	25	37	30
5) Those who are supporting my education do not believe in me especially what I can do after school	60	15	42	66	65
6) I ask people at home to help me with school work	23	71	42	45	67
7) I live in a house where others do not help in my school home work	57	21	26	78	66
8) I am in a family where no one is concerned with how I feel about school things	35	40	21	59	93

4.11 Categorisation of family conditions

Generally just more than half of the pupils $n = 144$ (58.1%) of the pupils have favourable family conditions to support learning and were living in serene as well as somewhat serene family conditions as compared to $n = 104$ (41.9%) who are living in unfavourable non serene family conditions (See Table 11a).

Table 11a: Categorisation of family conditions

Category of deviance	Frequency	Percent
Living in serene family conditions	50	20.2
Living in somewhat serene family conditions	94	37.9
Living in unfavourable family conditions	104	41.9
Total	248	100.0

Source: Field Data 2018

4.12 Gender and category of family bond environment

An association test was done to see whether gender and type of family condition were related to bonding in reference to a serene family condition. Considering type of family environment, the evidence shows that there was no statistically significant association. $\chi^2 (2.265) = 0.322$, $p > 0.05$ (See Tables 11b).

Table 11b: Gender and category of family bond environment

Gender	Category of family conditions			Total
	Living in serene family conditions	Living in somewhat serene family conditions	Living in unfavourable family conditions	
Male	35	64	62	161
Female	15	30	42	87
Total	50	94	104	248

Source: Field Data**4.13 Actual academic performance by gender**

In the previous tests, the score in the best six subjects (Inclusive of English and Maths) showed that, just less than half $n = 87$ (35%) got Credits and Satisfactory, $n = 85$ (34.2%) Distinctions and merits and $n = 76$ (30.6%) got Unsatisfactory (see Table 9a). However, there was no statistically significant association. $X^2(0.931) = 0.628, p > 0.05$ (See Table 12a).

Table 12a: Performance by gender

Gender	Performance by achievement in the best six subjects			Total
	Distinctions and Merits	Credits and Satisfactory	Unsatisfactory	
Male	57	58	46	161
Female	28	29	30	87
Total	85	87	76	248

Source: Field Data 2018

4.14 Performance by deviance

There was no statistically significant association as shown by Pearson Chi-Square tests between Performance by achievement and deviance. $X^2(2.78) = 0.248, p > 0.05$ (See Table 12b).

Table 12b: Performance by deviance

	Performance by achievement in the best six subjects			Total
	Distinction and Merits	Credits and Satisfaction	Unsatisfactory	
Deviant	28	30	34	92
Not deviant	57	57	42	156
Total	85	87	76	248

Source: field data 2018

4.15 Summary of findings

N = 27 (10.9%) pupils indicated that the school environment was not a serene place to learn and study from as compared to n = 221 (89.1%) who indicated that it was serene or somewhat serene. The family environment was only favorable to study from in four areas and these are (a) some people who were supporting the pupil's education and were themselves educated, those who are supporting the pupil's education were close to pupil, those whom the pupil was living with were an encouragement as they paid attention to homework and those who are supporting the pupil's education talked to me about school, just less than half of the pupils n = 87 (35%) got credits and satisfactory, n = 85 (34.2%) got distinctions and merits and n = 76 (30.6%) got

unsatisfactory. N = 104 (41.9%) pupils indicated that they were living in unfavourable family condition as compared to n = 144 (58.1%) who indicated that their family conditions were serene or somewhat serene.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Introduction

This chapter discusses the results of the study in reference to the objectives earlier stated in chapter one. The discussion is in support of the current knowledge based on the literature reviewed and the data collected through field research.

5.1 Meaning of this study

The purpose of this study was to evaluate the relationship between academic performance, and student deviance exhibited in form of student role performance (SRP). Performance was predicted to be higher in non-deviant students than in deviant students. Looking at the results, the fact that nearly 89.1% of the pupils had indicated that school environment was serene or somewhat serene, we can conclude that the bond was rather strong and as such, the school did not provide an environment that would lead pupils to be deviant. There was also a strong bond in relation with the family environment as this provided a favorable environment for the pupils to study from and these two factors were responsible for much of the compliance than the deviance. The two could be attributed to the high to moderate performance that was observed in the study.

The researcher could argue in favor of the bond of attachment that as it related to the family, school, and peers, a strong bond that existed between parent and child is seen as the main deterrent to deviant behavior and the mechanism for inculcating conventional norms and values. For the school, the ability not to perform well in school is not linked to deviance such that performance tends to begin a chain of disrespect for the school, teachers, and later, authority as a

whole. For peers in school, we can argue that loyalty and solidarity are important characteristics of non-deviance behaviors and personal sacrifice for the requirements of the group.

It is true from the theoretical framework that the more a pupil commits him/herself to a particular lifestyle (for example, being a pupil), the more he /she has to gain if he/ she become involved in school life. Citing Gruenert among other previous studies, Engin and Derya (2014) in concurrence with Ayse and Musa (2013) posited that school culture as a concept within educational administration imply a system of behaviors that evolves dynamically within given school settings and is embraced by members of that school. Bahar and Esin (2013) amplified the value of culture in school set-up within their assertion that survival of school is closely related to the behaviors of its members especially students and teachers. As asserted by Ayse and Musa (2013) culture transforms people's behavior, attitudes and organizational effectiveness which could impact on the level of performance and deviance in a school setting which was the focus of the study. The same argument could be applied on the family conditions. The results of this study show that there is no statistically significant difference between deviant and non-deviant students in test scores, and most of all, the independent variables of student role performance, school, and family factors are shown to also have no significant effects on academic performance (test scores).

The results in this study indicate that student role performance factors are more critical for both non-deviant and deviant students just as family conditions and school environmental factors to affect students' test scores. Family and school factors should not be ignored, but regarded as important factors that affect test scores. In order to achieve higher test scores for both deviant and non-deviant students, policies including all three factors need to be developed.

5.2 Limitation and further research

All research has limitations based on the design and the methods that are employed. The results of the study must be interpreted with caution, as the study is limited to only one District and generalizations beyond Chingola would not apply. Cross sectional studies are limited, however, by the fact that they are carried out at one time point and give no indication of the sequence of events — whether exposure occurred before, after or during the onset of the predictor. Therefore, only an association, and not causation, can be inferred from a cross-sectional study. For the study above, it is not possible to infer that poor mental health and violence preceded the onset of school environmental factors to affect students.

5.3 Implications for Practice

This study complements past research in informing schools on the value of promoting a positive school climate. Furthermore, this study helps alert teachers to the risky deviant behaviours that adolescents are participating in. In addition to the findings of the current study in which an urban population was evaluated, future studies could evaluate individuals in different contexts (e.g. rural areas, and small secondary schools). Research consistently suggests that small secondary schools are in a better position than large schools to create a stronger sense of belonging.

Future studies could help to build upon the findings in this Chingola study in which it was found that depression was more prevalent in female adolescents than male adolescents and that increasing levels of problematic alcohol use are associated with an increasing probability of depressive disorder. Furthermore, future studies could implement intervention strategies such as individual therapy and evaluate if there is a decrease or change in the level of depression and hence the participation risk-taking behaviours.

5.4 Conclusions

Given the results, we can conclude that the family and school bonds are rather strong and contribute to the observed academic performance. The study complements the body of knowledge on education by providing an insight into the important factors that affect academic performance of students. The findings from the study revealed that there is a link between students' family background and students' academic performance.

5.5 Recommendations

After a careful analysis of the findings, it is imperative that the following recommendations be made:-

- 1) There is an urgent need for the District office of the Ministry of general Education to educate teachers on measures or short courses on effective management of deviant behaviour in schools.
- 2) The disciplining of pupils should involve school heads, teachers and parents. The heads should not be seen as the only people who implement disciplinary procedures in the school. Functional disciplinary committees should be established in all schools. They should be comprised of the deputy head, teachers and pupil representatives. All the above mentioned people should work hand in glove in the implementation of good behaviour in school.
- 3) The home environment of the pupil should be assessed as this might be the great contributor when it comes to the management of deviant behaviour.
- 4) Teachers are urged to also seriously consider some form of integrationist approaches like Guidance and Counselling when dealing with cases of pupils' misbehaviour as these are

equally good and effective measures in the attainment and maintenance of discipline among pupils.

- 5) Teachers to always seriously consider the most appropriate measures before they rush to punish pupils, anyhow. As such, the nature and seriousness of the offence should determine the kind and severity of punishment.
- 6) There should be clear rules and regulations on school safety for pupils
- 7) The use of tangible rewards for good behaviour, regardless of grade level or individual needs and without emphasizing other strategies that promote self-discipline can also be used.
- 8) Teachers should teach pupils the skills that will promote appropriate and independently guided behaviour.

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APPENDICES

Appendix I: Introductory Letter to Conduct the Study

**UNIVERSITY OF ZAMBIA – ZIMBABWE OPEN UNIVERSITY
(UNZA-ZOU)**

Telephone: 26021-1-291777-78 Ext. 3500 5978772269
Telegrams: UNZA LUSAKA
Telex: UNZALU ZA 44370
Email: Director-ide@unza.zm

P.O. Box 32379
LUSAKA, ZAMBIA

Date: 9th APRIL 2018
THE DISTRICT EDU BOARD SECRETARY
CHANGOLA

Dear Sir/Madam

RE: CONFIRMATION OF STUDY - CHANSA ANGELA

Reference is made to the above subject.

This serves as a confirmation that the above mentioned person of NRC No: 2810611611 and computer number 716813901 is a bonafide student of the University of Zambia in collaboration with Zimbabwe Open University (UNZA-ZOU).

The student is pursuing a Master of Education in Educational Management programme that he/she will be doing internship/carrying out a research on CORRELATES OF ACADEMIC PERFORMANCE AMONG GRADE 12 PUPILS: A CASE OF CHANGOLA DISTRICT.

Any assistance rendered to him/her will be greatly appreciated.

Yours faithfully

Dr. D. Ndhlovu
ASSISTANT DIRECTOR (PG)
INSTITUTE OF DISTANCE EDUCATION

Appendix II: Questionnaire for Pupils

Dear Pupil,

I am a post graduate student studying with University of Zambia in collaboration with Zimbabwe Open University. I am carrying out a research on pupil delinquency and academic performance in selected Secondary Schools of Chingola District. You have been randomly selected to participate in the research to help me gather necessary information for my masters' degree research dissertation. I kindly request you to fill in the necessary information on the questions raised in this questionnaire. Be assured that all the information you give me will be treated confidentially and will be used for academic purposes only.

DO NOT write your **NAME**, **ADDRESS** and other **CONTACT PARTICULARS** on this document.

Section A: Demographic Particulars

1	Indicate the school you are attending	
2	Indicate your grade	
3	Indicate your age	
4	Indicate your gender	
5	Township where you are residing	

Section B: Students Role Performance

Pupils are not the same. Which of the following descriptions matches you or your situation? You can **put an X** in any of the boxes from **a** to **f** to show what closely matches you.

6	I am good at	
a	Mathematics	
b	English	
c	Science	
d	Other subjects	
7	My marks generally are (Put an X on one only)	
a	Excellent	
b	Very good	
c	Good	
d	Rather good	
e	Bad	
f	Poor	

Section C: Deviance

Pupils are not the same. Which of the following descriptions matches you or your situation? You can put an X in any one of the boxes to show what closely matches you as follows:

		SA	A	SWA	D	SD
8	I could fight at school					
9	I skip class					
10	I am absent from school					
11	I miss doing home work					
12	I do not like sports and as such I skip them					
13	I do not like Home Economics and as such I skip it					
14	I do not like English and as such I skip it					
15	I do not like Science and as such, I skip it					
16	I do not like Mathematics and as such I skip it					
17	I do not like other subjects and as such, I skip them					
18	I speak back to teachers					

SA – Strongly Agree, **A** – Agree, **SWA** -Somewhat Agree, **D** – Disagree, **SD** – Strongly Disagree

Section D: School Conditions

School may make you do better or not do better. Describe the characteristics of your school. You can put an X in any of the boxes to show what closely matches your school as follows:

SA – Strongly Agree, **A** – Agree, **SWA** -Somewhat Agree, **D** – Disagree, **SD** – Strongly Disagree

		SA	A	SWA	D	SD
19	My school is in a good place and this helps me get grades I have					
20	My school favours children to pass when a child is white or black.					
21	My school favours children from the type of family (rich or poor) and this is related with the grades I have.					
22	My school has books and this is related with the grades I have.					
23	My school has good teachers and this is related with the grades I have.					
24	My school has equipment (like computers and other equipment) and this is related with the grades I have.					

Family Conditions

25	How many of the children in the house are attending school?	
26	Whom are you living with at the moment? (Put an X in one box only)	
a	Mum and Dad	
b	Mum alone	
c	Dad alone	
d	Grandparent(s)	
e	Uncle	
f	Aunt	
g	Sister	
h	Brother	
i	Other	
27	The one who is responsible for you is: (Put an X in one box only)	
a	Working for an organisation	
b	Self-employed (like doing business or working as a servant)	
c	Just staying at home	

Family conditions can make you do better or not do better. Describe your family conditions. You can put an X in any one of the boxes to show what closely matches your family conditions as follows:

SA – Strongly Agree, **A** – Agree, **SWA** -Somewhat Agree, **D** – Disagree, **SD** – Strongly Disagree

		SA	A	SWA	D	SD
28	Those who are supporting my education are also educated.					
29	Those who are supporting my education are very close to me.					
30	Those whom I am living with encourage my schooling by paying attention to homework.					
31	Those who are supporting my education talk to me about school.					
32	Those who are supporting my education do not believe in me especially what I can do when I finish school.					
33	I am that child who asks people at home to be helped with school work.					
34	I am that child who lives in a home where others do not help me with school work.					
35	I am that child who is in a family where no one is concerned with how I feel about school things.					

Section E: Social Bonds

You may have a certain connection in your life which may be linked to how you are doing at school. You can put an X in any one of the boxes to show what closely matches what the connection is like as follows:

SA – Strongly Agree, **A** – Agree, **SWA** -Somewhat Agree, **D** – Disagree, **SD** – Strongly Disagree

		SA	A	SWA	D	SD
36	I am close to my teachers and as such I listen and do all that they say.					
37	I am close to my friends and as such I listen and do all that they say.					
38	I am committed to the way of life of a pupil as my teachers tell me.					
39	I am involved in spending more time to educational activities.					
40	I am involved in spending more of my energy on educational activities.					
41	I agree with all school rules my teachers ask me to follow.					
42	I agree with all rules my parents or guardians ask me to follow.					