

**UNIVERSITY OF EDUCATION, WINNEBA**

**ASSESSING THE EFFECT OF MODE OF INSTRUCTION ON THE ACADEMIC  
PERFORMANCE OF STUDENTS IN NORTH TONGU DISTRICT**



**2020**

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PERFORMANCE OF STUDENTS IN NORTH TONGU DISTRICT**

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**A dissertation in the Department of Applied Linguistics, Faculty of Foreign  
Languages Education and Communication submitted to the School of Graduate  
Studies, in partial fulfillment**

**of the requirements for the award of the degree of  
Master of Education  
(Teaching English as a Second Language)  
in the University of Education, Winneba**

**DECEMBER, 2020**

## DECLARATION

### Student's Declaration

I, Gbordzoe Lucky, hereby declare that this dissertation is a result of my original research except for references to other people's work which have been duly acknowledged and it has neither in whole nor in part been presented for another degree in this university or elsewhere.

Signature: .....

Date: .....

### Supervisor's Declaration

I hereby declare that, the preparation and supervision of this research work was done in accordance with guidance for the supervision of research work as laid down by the school of graduate studies, University of Education, Winneba.

Name of Supervisor: Dr. Rebecca Akpanglo-Nartey

Signature: .....

Date: .....

## **DEDICATION**

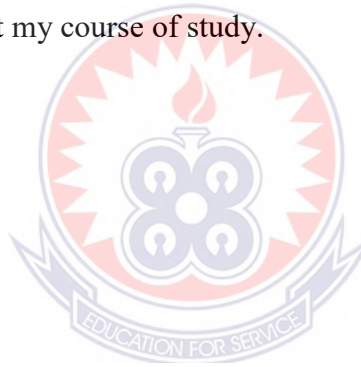
I dedicate this research project to Pelia Gbordzoe



## ACKNOWLEDGEMENTS

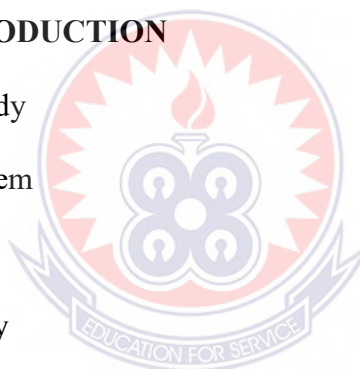
I thank Almighty God for His guidance and loving kindness and how far He has brought me in life. I am grateful also to my supervisor, Dr. Rebecca Akpanglo-Nartey, a Senior Lecturer in the Department of Applied Linguistics, Faculty of Foreign Languages Education and Communication, for her continuous encouragement, support, and willingness to share her knowledge and expertise, as well as her constructive criticism that shaped this study.

I also want to thank Pelia Gbordzoe for her counsel which has brought me far in my educational ladder. The next appreciation goes to all my friends for their support extended to me throughout my course of study.



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## ABSTRACT

The study was purposed at investigating the effect of teaching techniques on the academic performance of students in English language in the North Tongu District of the Volta Region. Three research questions bothering on types of techniques applied in teaching English language, factors affecting students' academic performance, and benefits of teaching techniques of English language on students' academic performance in the North Tongu District. Literature was reviewed in relations to the issues of the research questions. Descriptive survey was employed for the study. Stratified sampling technique was used to select 96 respondents which consisted of two headteachers, two assistant headteachers, eight teachers and 84 students in the North Tongu District. Questionnaire was used to collect data from participants. Frequencies and percentages organised in tables were used to analyse the data and results so presented. The study revealed that teachers in North Tongu District applied brainstorming, presentation and demonstration techniques in teaching English Language to enhance students' academic performance. However, lecture method was applied, but was seen not to enhance students' academic performance. In addition, the study pointed out English language learning and teaching in classrooms, attitudes of learning and motivation positively affected students' academic performance in English language in the North Tongu District. Finally, the study revealed that classroom participation, identification of befitting learning styles of individual students and increase in classroom interaction by students are benefits of using good teaching techniques in teaching English language. It was recommended that teachers in North Tongu District will continue to use brainstorming, presentation and demonstration techniques in teaching English Language to enhance students' academic performance. Again, Ministry of Education and Ghana education service should provide adequate teaching and learning resources to boost teaching and learning which will enhance students' academic performance in English language in the North Tongu District.

## CHAPTER ONE

### INTRODUCTION

#### 1.0 Background to the Study

Emphasis has been put on the teaching techniques in an effort to raise the performance and achievement of students in their educational objectives. The significance of teaching techniques demands a critical look as it forms the foundational pillars for the achievement and evaluation of students (Lee, Grigg & Dion, 2007). According to Battista (1999) though percentages of students' performance had increased in the past years, his study showed that only 26 percent of students tested had good academic performance due to the advanced nature of the teaching techniques that they went through. This should be of concern to all educational institutions and governments as well since today's students are the future leaders of the country, but may lack the skills and knowledge base they need to perform important jobs in the future. The aforementioned study proves a need for improvement in the performance of students in education paying much attention to the teaching techniques. Part of this improvement may lie in the hands of educators and the way in which they present and relay information to students.

The primary purpose of teaching at any level of education is to bring a fundamental change in the learner (Tebabal & Kahssay, 2011). To facilitate the process of knowledge transmission, teachers should apply appropriate teaching methods that best suit specific objectives and level exit outcomes. In the traditional epoch, many teaching practitioners widely applied teacher-centered methods to impart knowledge to learners rather than applying student-centered methods. Until today, questions about the effectiveness of teaching methods on student learning have consistently

raised considerable interest in the thematic field of educational research (Weaver-Hightower, 2011). Moreover, research on teaching and learning constantly endeavour to examine the extent to which different teaching methods enhance growth in student learning. Quite remarkably, regular poor academic performance by the majority students is fundamentally linked to application of ineffective teaching methods by teachers to impart knowledge to learners (Adunola, 2011). Substantial research on the effectiveness of teaching methods indicate that the quality of teaching is often reflected by the achievements of learners. According to Ayeni (2011), teaching is a process that involves bringing about desirable changes in learners so as to achieve specific outcomes. In order for the method used for teaching to be effective, Adunola (2011) maintains that teachers need to be conversant with numerous teaching strategies that take recognition of the magnitude of complexity of the concepts to be covered.

Students are different in their ability in learning, motivation levels, and how they respond to instructional practices. Once a teacher comprehends the learning differences of his/her learners, it becomes easier for them to design more effective or appropriate teaching methodology to resolve the different learning needs of their students. There are two different categories of teaching methodologies that have had important implications in teaching and learning processes and these are learning styles, and different methods. This study focuses on the different learning styles. Learning style defined as the student's consistent behaviour of responding to teaching activities and using stimuli in the context of teaching (Cushman, 2006).

Learning styles can be defined as a set of behaviours, and attitudes that improve learning in any situation. It is concerned with modalities of how students learn and how teachers teach, and how both parties relate. Each baby is born with dynamic traits

geared towards particular trend or direction, and these inherent characteristics are influenced by extrinsic factors among others include; environment, culture, personal experiences, and developments (Cushman, 2006). In his study, Keefe (2003) defines learning styles as the constitution of characteristics; intellectual, emotional, and physiological elements that serve as reasonably stable needles of how a learner perceives, interacts with, and responds to the learning environment. Therefore, this assertion is less concerned with what learners learn, but rather how they prefer to learn. Learning styles are points along a scale that help us discover the different forms of mental representations; however, they are not good characterizations of what people are or are not like. Prevalently, students learn new things by insight or listening to someone talking to them, it sometimes happens through reading about new concepts in order to understand them, or perhaps see a demonstration.

Each learner compounds dissimilar and dependable preferred customs of perception, organization and learning retention. These learning modes are the pointers of how learners perceive, relate, and respond to the learning environment. Students accommodate different self-styled methods of learning, and they learn differently from one another (James & Gardner, 2000). Several studies have been conducted in regard to same concept, unfortunately there is no consensus on its definition; Nevertheless, all studies concur that individuals differ in how they learn (James & Gardner, 2000). Proponents for the use of learning styles in education said: teachers should assess the learning styles of their students and adapt their classroom methods to best fit each student's learning needs. In spite of the fact that there is concrete published evidence that vindicates the differences in individual thinking and learning competencies of learners, very few empirical studies have reliably tested the validity and reliability of using different learning styles in teaching-learning process and that

students would be able to learn best once taught in the methods that seem to be more appropriate for their learning needs (Pashler, 2008). The critics augment that there is no critical evidence that assures that student's learning style produces better outcomes (Klein, 2003). Taken together, reviewing the previous studies suggest that researchers need to take caution in evaluating performance based on a single outcome measure, as each learning style has its strength in specific tasks. Therefore, different subjects were used to measure student overall performance.

In the study, academic achievement was measured using the result of the secondary examination in grade twelve in five main subjects namely, English, mathematics, science, history and geography (De Vaus, 2008). Cognitive styles have been investigated in many countries, such as in the United States. As it was indicated, it is important for educational psychologists to know how learning takes place in different countries, and from there to design possible means of intervention for promoting effective learning and academic achievement. This study will provide a brief overview of the learning styles literature, outlining the major classification theories and the pedagogical strategies employed in English language teaching and the outcome generated by use of different teaching styles.

In Ghana, the poor use of the English language which is evident in the performance in the language at examinations. The external examination body, West African Examinations Council (WAEC), stated in their 2006 chief examiner's report that English language was one of the subject areas that saw a decline in the performance of their students. Out of the 120,486 students who sat for the English language paper, only 7.25% had a pass mark. Similarly, the 2007, 2008 and 2009 chief examiner's report of the WAEC states that students' recurring weakness of poor grammar has been a worry to them. The WAEC stated together with other recommendations that



the surest way of solving this persistent problem is for the teachers to teach grammar. In the last five years, chief examiner's report of the WAEC indicated that in 2015, only 50.29 % passed in English (A1-C6), in 2016, a total of 125,065 students obtained A1 to C6 which is 53.19%, while 54.06% obtained A1-C6 in 2017. There was a decline from 54.06% to 46.79% in the years 2018 and 2019.

While there are different factors attributed to the suboptimal performance in English Language by the majority of students at the senior high school level, it has largely been cited to be the result of ineffective instructional methods by teachers. Against this backdrop, this study was intended to assess the impact of instructional modes on performance of Senior High School (SHS) students in English Language.

### **1.1 Statement of the Problem**

A number of problems affect the teaching and learning of English language at the S.H.S level in Ghana. There is some evidence that inappropriate instructional approaches, lack of teaching materials, lack of qualified teachers and infrastructural facilities affect the teaching and learning of core subjects (Borty, 2015). These have resulted in the abysmal performance of students in English language. In spite of the organization of extra tuition for students, the performance of S.H.S students in English language has not shown any significant improvement over the years.

In a communiqué issued by WAEC at the end of its 55th Meeting of the Nigeria Examinations Committee (NEC) in Lagos on January 2014, the Chief Examiners' Reports stated poor command of the English language, poor handwriting, incorrect spelling of technical terms and inadequate study of the set texts as some of the main causes for most of the failures in the examination. Although the Chief Examiner had been offering suggestions to address the candidates' weaknesses, the situation appears

to defy all attempts to remedy it. Chief Examiner's report for the Core English Language indicated that performance in the English Language dropped from 52.24 per cent in 2017 to 46.79 per cent in 2018 and 2019 respectively (Chief Examiner's Reports, 2018, 2019).

The situation is the same in the North Tongu District. Although studies have been conducted into aspects of the teaching and learning in other districts (Kavianu, 2013; Parku, 2012), there is a need to replicate similar studies in the North Tongu District at the SHS level. Information obtained from the North Tongu Education Office (2019) states that in spite of repeated complaints by some students in the District about their dissatisfaction with the general instructional approaches used by some of their teachers, there has not been any improvement. Hence, a gap is created between the level of performances of the students and the modes of instruction by the teachers. There is limited studies conducted in the region and this study presents a unique opportunity to bridge the gap. The study was designed with SHS core subjects' instructional approaches in view. For this reason, this study was designed in the North Tongu District to determine the effect of teaching techniques on the performance of the students in the English Language.

## **1.2 Purpose of the Study**

The general objective of this study was to investigate the effect of mode of instruction on the performance of students in English language in the North Tongu District of Volta Region.

### **1.3 Objectives of the Study**

The study has the following objectives:

1. To investigate types of teaching techniques applied by English Language teachers in the North Tongu District.
2. To examine factors affecting students' performance in English language in the North Tongu District.
3. To explore the benefits of teaching techniques on students' academic performance in English language in the North Tongu District.

### **1.4 Research Questions**

The study sought to answer the following research questions:

1. What are the types of teaching techniques applied by English language teachers in the North Tongu District?
2. What are the factors affecting students' academic performance in English Language in the North Tongu District?
3. What are the benefits of teaching techniques on students' academic performance in English language in the North Tongu District?

### **1.5 Delimitation**

The content of this study was delimited to the systematic processes involved in the teaching of English Language in the sampled SHS in the North Tongu District Volta Region. Specifically, types of teaching techniques or modes of teaching English Language, factors affecting student's academic performance in English Language and benefits teaching techniques applied in teaching English Language on students' academic performance. Further, the study involved only two out of the four Public senior high schools in the study area. The teaching processes that were investigated

and evaluated were based on the following criteria: school facilities used for teaching and learning, methods and quality of teaching, availability and usage of teaching/learning materials, students' and teachers' attitudes towards English language and supervisory roles played by management in teaching and learning of English language.

The study was only limited to instructional methods and academic performance in English Language. In addition, relevant literatures related to the variables of the study was limited to more recent materials and the study focused on quantitative approaches. In time scope, this research focused on the period from 2019 to 2020. In addition, the study was conducted from November, 2019 to January 2020.

### **1.6 Significance of the Study**

The study will be beneficial to the school head teachers, students, parents and other educational stakeholders in Ghana. The findings of this study will provide educational planners as well as teachers with information on best techniques for teaching the English language for better results. The results of the study would show the teachers, practices and teaching techniques that are not helpful to the students in order for them to desist from using such techniques. The findings of the study will serve as reference points to other researchers.

### **1.7 Organization of the Study**

This study consists of five chapters: The first chapter presents the introduction comprising the background of the study, statement of the problem, objectives of the study, objectives, research questions, significance of the study, scope and area of study and limitation of the study. Chapter Two deals with review of related literature regarding the concepts of teaching techniques or modes as well as empirical studies

in respect of types of teaching techniques, factors affecting students' academic performance in English language as well as benefits of using techniques of teaching English language. Chapter Three discusses the research methodology which includes research design, population, sampling techniques, sample size, instruments for data collection, data administration procedures, validity and reliability as well as analyzes the data.. Chapter four deals with research findings and discussions while chapter five focuses on conclusions and recommendations where issues regarding the research process, summary of the research finding, conclusions, recommendations and suggestions for further studies are discussed.



## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

This chapter focused on conceptual review in respect of techniques or modes of teaching English Language and students' academic performance. Further, empirical review touched types of techniques of teaching English Language, factors affecting students' academic performance concerning English Language and benefits of techniques of teaching English Language. The final part of this Chapter touched on conceptual framework and summary of discussion.

#### 2.1 Theoretical review

##### 2.1.1 Concept of teaching methods

Teaching is a complex matter. One has to know much about the particular subject, the students and the process of pedagogy. An effective teacher has to possess the ability of engaging with students, creating new teaching methods and imparting knowledge to students to make teaching and learning effective. Methods of teaching denote the strategy by which a teacher delivers his/her subject matter to the learners based on some predetermined instructional objectives in order to promote learning in the students (Buseri & Dorgu, 2011). For a teacher to effectively adopt any teaching method, some factors must be considered. The effective implementation of any curriculum depends to a large extent on the availability of various methods of teaching. Thus to teach is to impart knowledge, an attempt to help the learner have a change of attitude and acquire skills through a series of planned activities (Buseri & Dorgu, 2011).

A teaching method refers to the general principles, pedagogy and management strategies used for classroom instruction (Skutil, 2014). Thus, a teaching method is an effective way of organizing and guiding learning, a common way of procedure that unites a teacher's and students' effort. According to Westwood (2008), the appropriateness and efficacy of a particular teaching method can be considered in relation to the type of learning it is supposed to bring about, and in relation to the characteristics of learners. The education policy does not emphasize the usage of a specific teaching method for teachers of English but they have to be resourceful. As stated by Nyimbiri (2016, p. 06) "the onus is on the teacher to find different methodologies for effective teaching. The activities would include individual work, pair work, group work, role playing of different situations and class presentations."

### **2.1.2. Lecture method**

Lecture method is a process where a teacher talks to students in a repressive manner and students have no opening to ask questions or offer comments during the lesson (Wen & Tsai, 2006). This method has gotten some strength in that; when introducing new subject matter or presenting a synopsis to students, it is appropriate for teaching bigger groups of students and the teacher to cover a lot of content in short space of time (Wen & Tsai, 2006). Despite the strengths of lecture method it has limitations, it does not take into account the individual needs, feeling or interest of students, no feedback from students is required third, if not properly planned can lead to boredom, it is difficult to assess whether or not learning through lecture is poor and to what extent, the quality of learning through lecture is poor and not permanent finally, the teacher spend a lot of time preparing detailed notes which are rarely learned by the student (Bugueliski 1977).

### **2.1.2.2 Presentation method**

Presentation-based teaching method is expected to encourage all students, either when acting as a presenter or as an audience, to be actively engaged in the learning process. When acting as a presenter, students will seriously prepare for their presentation since it will be assessed and responded to by the audience. When serving as an audience, they would pay more attention so that they can provide a proper assessment to their peer presentations (Weimer, 2013). In this regard, students not only acted as an audience but also contributed to the process so that it promoted the development of active autonomous learning whereby students think reflectively and take responsibility (Wen & Tsai, 2006). To improve students' self-confidence, a teacher should encourage students to participate in class activities by providing them with an opportunity to speak and provide positive feedback (Tuncel, 2015). It is evident that, self-confidence leads to a more positive outcome in the learning process Briggs (2014). Briggs (2014) emphasises that self-confidence is a much better predictor of students' achievements than any other non-cognitive measure.

### **2.1.2.3 Seminar method**

Seminars have been used as a teaching method since Socrates for their value in engaging students in the teaching and learning process. Socrates did not teach explicitly but created situations and raised questions that require students to think and analyse using their higher level thinking skills to understand the underlying meaning of Socrates words. Socrates' classes have promoted intellectual curiosity, independent learning and involved students as a valuable source of knowledge-sharing using their background knowledge to find „the truth“ (Bates, 2016). Thus, students are viewed as contributors in shaping reality and finding truth by bringing their experience, identity, and values into the learning and teaching process (Dewey's principles, cited in Bates,



2016). Dewey's Principles emphasise that teachers should not spoon-feed knowledge to their students but create opportunities for experience in which students interact, form and reflect on their knowledge with the help of teachers working as facilitators and guides, which in turn supports students "active engagement (Weber, Gabbert, & Patrick, 2007).

Additionally, seminars promotes critical reading and writing skills as learners read a wide range of sources and synthesize data that serves the purpose of the seminar (Plymouth, 2011). Moreover, they provide a platform for students to share their findings of research and present it in class while receiving regular feedback from audiences through discussion. As a result, it increases learners' knowledge of other's research findings and create an intellectual atmosphere in the learning environment and thus ensure keeping learners up-to-date with the current issues in the field of discussion (Weber, Gabbert, & Patrick, 2007).

### **2.1.3.3 Brainstorming**

Brainstorming is a teaching technique in which learners' response that applies to a given topic is acceptable (Briggs, 2019). Malkawi & Smadi (2018) stressed that brainstorming is a way of bringing ideas without consideration of their evaluation. This does not mean leaving the evaluation, but only postponing it to the end of the session. The brainstormer should be aware that brainstorming is not guaranteed to get new ideas. "Brainstorming is not just a way to encourage new ideas, but to encourage all participants to contribute to teamwork (Wahib & Zidane, 2001). Brainstorming is important for teachers, it allows tracking and flow of ideas, and follows the ways of running the idea or ideas in the minds of students. Brainstorming is one of the most distinctive ways to develop creative thinking, so the nature of the brainstorming is characterized as working on the flow of ideas without criticism and try to speed

thinking, break the deadlock, and challenge the minds. Hassanein (2002), focuses on the positive participation of learners in the educational process, and invites them to build different patterns and images of ideas, to expand their creative views, and open their minds, during addressing problems, proposing solutions, and presenting terminology, on the contradictions existing in problem, and then the learners can collect scientific knowledge of the facts and concepts and scientific principles, laws and theories, and the collection of cognitive aspects necessary to understand phenomena, events and adaptation with it (Abdelkader, 1997).

#### **2.1.3.4 Demonstration method**

Demonstration is a practical display or exhibition of a process and services to show or point out clearly the fundamental learning principles involved (Kimweri, 2004). Teaching by demonstration is a useful tool available to teachers and plays an important part in the teaching of skills; however, for a demonstration to be effective it should immediately be followed with a practical session in order to reinforce procedures (Kimweri, 2004). The strengths of demonstration include learners get the actual experience of what they are learning and interesting to learners and thus promote their attention and retention. The limitations of the demonstration method are; time consuming and expensive, needs through preparation in practice and rehearse before the session, enough teaching and materials are required to successfully conduct a demonstration, it is more appealing when used with a group that has a limited number of learners. Other methods of teaching are role play method, case study, buzz group, and field trips.

### **2.1.7. The concept of students' Academic performance**

The most highly valued method of determining whether a successful completion has taken place for a learner is quantitative in nature. In other terms, the context of grading and testing are applied to depict student's level of success in retention of the academic content and skills acquired during the teaching-learning process (Sadler, 2001). According to Baker (2004), educational achievement is measured by standardized achievement test developed for school subjects. This conspicuously implies that is measured with respect to what is a student attains at the end of a session, because that is the completion of medium- or long-term objective of education. Academic achievement discourse prefers that all students in a school take the same coursework and engage in that coursework in the same way through traditional methods such as note taking and responding or posing questions to teachers by show of hands. Sadler (2001) classified activities that occur in performance as academic performance index, for instance, student's performance based on reading, selection of one or more schools within each district, among others.

Sadler (2001) defined performance test as the type of mental test in which the subject is asked to do something rather than to say something. Performance test is the type of test which throws light on the ability to deal with things rather than symbols (Sadler, 2001). Academic performance refers to the observable and measurable behavior of a student in the academic activities. For example, the academic performance of students in English include observable and measurable behavior of the student at a point during a course. In the subject of English language, students' academic performance comprises of ability to scores at any particular time obtained from a made test. Therefore, we can equate academic performance with the observed behavior or expectation of achieving a specific statement of educational intention in a

research. Academic performance of students consists of scores obtained from teacher made test, first term examination, mid-term test, (Sadler-Smith, 2001). Academic achievement has always been influenced by the learner's previous education performance, parent's income status, student's social and emotional status or wellbeing, the school environment, learner's attitude among others (Price, 2004). The present study is aimed at determining the relationship between instructional modes and academic performance in English language in selected schools in North Tongu District, Volta Region.

## **2.2 Empirical review**

### **2.2.1 Types of teaching techniques in teaching English language**

For over a century, language educators have attempted to solve the problems of language teaching by focusing almost exclusively on the teaching method. What constitutes a particular method may not be very clear because a teacher will claim to use one method in his classroom and yet elements of another will be found in their teaching methodology. Any present-day theory of language must try to understand what the methods stand for and what they have contributed to present day thinking. The teaching of English has evolved over the years with newer methods being introduced and the older ones integrated or just discarded. Beginning with the grammar translation method in the last part of the 1800s then to the direct method where the classroom sessions were conducted exclusively in the target language. The direct method is a radical change from Grammar-Translation Method by the use of the target language as a means of instruction and communication in the language classroom, and by the avoidance of the use of the first language and of translation as a technique.

It is a shift from literary language to the spoken everyday language as the object of early instruction. In this method, the learning of languages was viewed as analogous to the first language acquisition, and the learning process involved were often interpreted in terms of an association's psychology. It demanded inventiveness on the part of teachers and led to the development of new techniques of language, such as demonstrations of pictures and objects, the emphasis on questions and answer, spoken narratives, dictation and imitation, etc. (Liu & Shi, 2007). The audio-lingual method was the first to claim openly to be derived from linguistics and psychology. Audiolingualism reflects the descriptive, structural, and contrastive linguistics of the fifties and sixties (Liu & Shi, 2007). Its psychological basis is behaviorism which interprets language learning in terms of stimulus and response, operant conditioning, and reinforcement with an emphasis on successful error-free learning. It assumes that learning a language entails mastering the elements or building blocks of the language and learning the rules by which these elements are combined, from phoneme to morpheme to word to phrase to sentence. This method uses dialogues as the chief means of presenting the language and stresses certain practice techniques, such as pattern drills, mimicry and so on. Listening and speaking were now brought right into the centre of the stage in this method, tape recordings, and language laboratory drills were offered in practice.

The communicative method was advocated in language teaching under the influence of British applied linguists (such as John Firth, M. K. Halliday) who stressed the functional and communicative potential of language). It saw the need to focus on communicative proficiency rather than on mere mastering of structures. This communicative teaching method aims to make communicative competence the goal of language teaching, and develops procedures for teaching the four skills that

acknowledge the interdependence of language and communication. It encourages activities that involve real communication and carry out meaningful tasks. It believes that language is meaningful to the learner supports the learning process (Liu & Shi, 2007). The choice of methods of teaching depends on different factors for example knowledge of the teacher and flexibility.

MIE (2004) posited that in order to make an informed choice of teaching method(s) in the teaching and learning process the teacher must know the teaching methods available, the strengths and weakness of each method, the purpose of each and how each method can be used in practice. Other considerations during choosing a method of teaching are number of students to be taught, age, time and prior knowledge of the learner. Research study conducted by Zheng and Borg (2014) on teaching English in foreign language learning context came up with the finding that in most of the cases, the choice of teaching methods and strategies were generally shaped either by teacher cognition based on their own experience, or contextual factors such as curriculum, classroom setting, interest of language learners, time pressure, assessment system, and availability of the resources.

Most teachers teach as they do because of their belief that the methods adopted are effective for their purpose (Hayes, 2009). For example, some teachers may still prefer and practice traditional methods like the Grammar-Translation method because of their belief that this method can be useful and appropriate for certain groups of learners. Their own language learning and teaching experience, cultural values of the society, as well as the constraints and opportunities surrounding them help shape such beliefs. Teaching decisions are likely to be strongly influenced by the contextual factors as well. Ur (2013), mentioned that some key factors underlying teaching decisions include the nature of the target learner population, expectations and/or

demands of stakeholders, upcoming examinations or assessment procedures, and the individual teacher's own preferences, strengths, and weaknesses. (Zheng & Borg, 2014).

### **2.2.2 Factors affecting students' performance in English Language**

Several factors account for students' academic performance in English language. Such factors may include: English Language Learning and Teaching in Classrooms ((Quist, 2000). Quist (2000) argues that teaching and learning process involves two active participants in the classroom - the teacher and the learner, and that language learning does not fall entirely on the teacher. The students must also assume more responsibility for the learning process). For example, Vuzo (2010) reported "It is through interactions with each other that teachers and students work together to create intellectual and practical activities that shape both the form and the content of the target subject. However, such situation is not commonly found in secondary schools in all subjects due to the fact that lecture method dominates the teaching and learning process which leads to passive learning" Once Cummings (2002) as quoted in Wang et al. (1994) said: "when I hear, I forget. When I see, I remember and when I do, I learn"

Cummings noted that learning in which students are interactive produces far more effective participation in a class. Meaning that effectiveness of language learning and teaching in the classrooms will depend upon the educational repertoire teachers have. This idea concurs with Quist (2000) in that successful teaching and quality of pupil learning is closely related to the teacher's knowledge and understanding of the subject. Furthermore, the English teacher is a figure in the language course. Literature indicates clearly that it is the teacher who sets the tone for learning activities (Allen & Valette, 1997; Quist, 2000). Since to teach is to communicate, English teacher must

have maximum communicative competence. Also a teacher must be knowledgeable in the language itself so that he/she can make useful decision regarding what should be taught to whom, and how the teaching should be done. Researches demonstrate clearly that among the factors that lead to students' poor performance are qualities of teachers (Harmer, 2003; Mosha, 2004). Moreover, empirical studies showed that if early years at the school fail to provide the right foundation for learning, then no amount of special provision at later stages will be able to achieve the full potential of the child in terms of how his learning will proceed, and how beneficial his attitudes are towards his future life and learning (Quist, 2000).

Teaching materials are very important in the whole process of teaching and learning to any subject. They make learning more pleasant to the students because they offer a reality of experience, which stimulates self-activity and imagination on the part of the students. They also supply concrete basis for conceptual thinking and hence, reduce meaningless word responses from students (Nyamubi, 2003). For instance, Kapoli (2001) noted that authentic materials enable the students to explore the language used in day-to-day life and which is tailored to their needs and interests. UNESCO (2000) reported that the provision of teaching and learning materials especially books is an effective way of improving results. However, the World Education Report (1998) reveals out that in many countries, conditions are difficult, whether they relate to the physical states of schools and the availability of teaching and learning materials, class sizes, or the changing characteristics of the student population.

Other factors include Attitudes of Language Learning by students. Attitudes refer to the sets of beliefs that the learner holds towards members of the target group and also towards his own culture (Brown, 2000). Language attitude is an important concept because it plays a key role in language learning. For example, researchers conducted



by Gardner (2001, 2002) about attitudes and motivation showed correlation with linguistic performance of learners, emphasizing the role of attitudes and motivation as determinant factors in language learning. It is also generally agreed among researchers that positive attitudes facilitate the learning process, though attitude does not determine the behaviour (Khanna & Agnihotri, 1994). In education, attitudes are considered both as input and output. Attitudes have a positive correlation with success in learning the second language because they facilitate learners' motivation to learn the language (Gardner & Trembly, 1994). They added that individual attitudes towards the language that they learn meet important needs as they satisfy certain functions such as achieving high grades in language examination.

Motivation and Language Learning is also another factor affecting students' academic performance. Motivation is the most used concept for explaining failure or success of a learner. Also motivation has been regarded as one of the main factors that influence the speed and amount of success of foreign language learners (Gardner, 2006). For instance, Gardner (2006) reported "Students with higher levels of motivation will do better than students with lower levels". He further added that "If one is motivated, he/she has reasons (motives) for engaging in the relevant activities" (p. 243). In another development, Elliot, Kratochil, and Cook (2000) see motivation as an internal state that arouses to action, pushes us in particular directions, and keeps us engaged in certain activities. They added that learning and motivation are equally essential for performance and they enable us to acquire new knowledge and skills. Furthermore, motivation provides the impetus for showing what we have learned, and that more motivated people achieve higher levels but Harmer (2004) cautioned that motivation that brings students to task of learning English could be affected and influenced by the attitudes of a number of people.

In teaching, motivation is one of the factors that influence success or failure in learning a language, particularly a second language or foreign language (Gardner, 2006). In the same Petty (1998) argued that if students do not want to learn, their learning efficiency will be slow such that they may learn virtually nothing, and if you know how to motivate students, you can highly increase their learning. Apart from motivation and attitudes, researches show clearly that home environment has a part to play in students' poor performance in schools (Suleiman, 1999; Mapuri, 1999).

### **2.2.3 Benefits of teaching techniques on students' academic performance**

There have been a number of researches conducted to show the relationship between learning methods and academic success or achievement, and which show that learning methods can significantly enhance academic achievement of students at the primary and secondary level (Bush, 2005). Dedicated teachers have made attempts to enhance their students' academic achievements in many ways. One of these ways according to Bush (2005) is to identify each student's learning method to determine strengths for academic achievement. Another aspect about learning and teaching methods as well as learning difficulties of foreign language students, is that the preferred learning method of the student can be a help or a hindrance in the success of the student in the foreign language classroom. Arguably, students who were taught by an approach compatible with their learning style did better than those whose learning styles were not matched with the teaching methodologies (Witziers & Kruger, 2003). A student's style of learning if accommodated, can result into improved attitudes toward learning and an increase in thinking skills, academic achievement, and creativity (Witzier & Kruger, 2003). Kolb identified four learning styles in terms of accommodation, assimilation, converging, and diverging and four learning modes that is to say;

concrete experience, reflective observation, abstract conceptualization, and active experimentation (Kolb, 2013).

Marzano (2004) developed a comprehensive model dealing with environmental, emotional, sociological, physical, and psychological learning style elements and concluded that these elements could provide information directly related to teaching strategies and academic achievement. Wilhelm and Danube asserted that learning styles enable learners to reflect on how they learn best helps to develop their meta-cognition. Learning style consideration in learning is therefore an approach that is directed at meta-learning, similar to setting goals, choosing appropriate strategies and monitoring progress which are more effective ways of improving learning outcomes and achievement than those which simply aim to engage learners at the level of presenting information or understanding and us (Wilhelm, & Danube, 2001).

In the study conducted by Ogwen (2010), which investigated the influence of teaching methods on students' achievement in WASSCE Core English Language in public Secondary Schools in Nigeria. To achieve this, three research objectives were formulated which include: to identify the various teaching methods used by three teachers of the English; assess relationships between teaching methods and students' performance in English Language and to analyze the relationship between teaching experience and the methods used by the teachers of English. The study used ex post fact research design. The data was collected using the questionnaires that were administered to teachers and students. 56 teachers of the English and 322 form four students were used. Statistical package for social sciences (SPSS) computer software version 16.0 was used to analyze the quantitative data. The study found that textbook reading, demonstration and homework assignment were the most used methods. The study also found that teachers who are highly experienced were identified by the

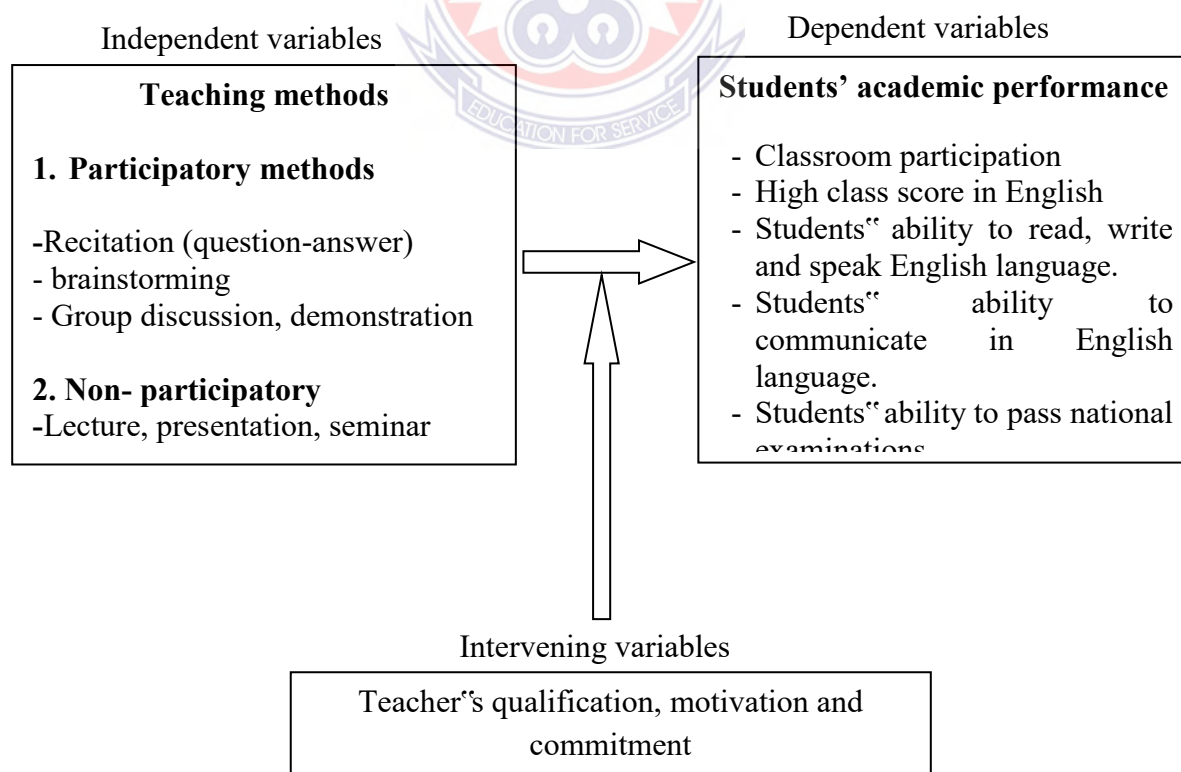
methods which have more activities and that allow teacher- learners interaction. The study noted that teachers who involved methods with hands on activities had their students score highly.

An investigation into the methods mostly liked by the students revealed that some of the most used methods by the teachers are not the most liked by the learners. In the view of the findings, it was recommended that any instruction in English should contain activities and should be students centered. It was also recommended that workshops for teachers of English be recognized so that experienced teachers can help their fellow teachers. The study also recommended that schools should strive to provide sufficient and varied teaching learning resources. Another study was carried out by Adewale (2012) on the effects of teaching methods on academic performance in primary schools in Tanzania. The major objective was to investigate the influence of teaching methods on academic performance of primary schools' pupils. A science topic was taught to different group of selected pupils in their final years using lecture, discussion and discovery methods. The results of three previous terminal examination of each pupil were taken to be the pretests while the post-test was obtained from scores obtained from standardized evaluation of the teaching process. Participating children were made up of both male and female pupils. The pupils taught with discovery method were noted to improve on their academic performance that with other methods. Pupils even declined in their academic achievement under lecture teaching method. It is recommendable that facilities to make teachers adopt appropriate method of teaching be provided by both public and private owners of education institutions. Elvis (2013) also carried out a study on effect of mode of instruction on students' performance in public secondary schools in South Africa. The objective of this study was to investigate the differential effectiveness of teaching

methods on students' academic performance. The study used 109 students. The findings revealed that teacher-student interactive method and student-centered method were the most effective teaching method, whereas the teacher-centered approach was reported least effective teaching method.

### 2.3 Conceptual framework

The conceptual framework explains either graphically or narrative from the major issues in the study, including the constructs or variables and presumed relationships among them (Kombo & Tromp, 2006). Figure 2.1 is a conceptual framework which shows relationship between three sets of variables in this research. Independent variables are conceptualized as participatory methods (recitation, brainstorming, discussion and demonstration) and non-participatory methods of teaching (lecture, seminar, presentations), while dependent variables are conceptualized as academic and non-academic which in turn have effects on students' performance.



**Figure 1: Conceptual Framework.**

Source: Researcher

The conceptual model in Figure 1 suggests that the independent variable is conceptualized as consisting of teaching methods (participatory methods and non-participatory methods) while the dependent is students' performance in English language which is conceptualized as class room participation, high class score in English language, students' ability to read, write and speak English language and students' ability to communicate in English language. Figure 2.1 further hypothesizes that all teaching methods have relationship with students' academic performance in English language. However, the conception framework indicates that the extraneous variables (Teachers' qualification, motivation and commitment) were competing with the independent variables to influence students' performance in English language in the sampled schools.

#### **2.4 Chapter summary**

The review of literature revealed that a number of scholars linked mode of instruction to students' academic performance. Teacher centered learning method is also known to have an influence on students' achievement. Also, the student-centered learning method has also been identified by scholars as a learning method that influences academic achievement of students. Other learning methods that affect academic performance of students include teacher-students interactive learning method. It was also known from the literature that, Dewey's theory, enquiry theory, and modeling theory were the best theories to guide the study.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.0 Introduction

This chapter presents the research methodology of the study. The chapter highlights the research design, target population, sample and sampling technique, research instruments, data collection procedures, validity and reliability of instruments, data analysis techniques and ethical consideration.

#### 3.1 Research Design

Gay and Airasian (2000) describe research design as a general strategy for conducting a research study which describes the basic structure of the study. In this study, descriptive survey design was used which is a method of collecting information by administering a questionnaire to a sample of individuals (Orodho, 2003). The importance of a descriptive survey design is that it can be used to collect information about people's attitudes, opinions, habits, or any of the variety of education or social issues (Orodho & Kombo, 2002). Therefore the choice for descriptive design stems from the fact that the research seeks to observe and assess effects of mode of teaching techniques on students's academic performance in North Tongu District and report without manipulating any variables.

#### 3.2 Population of the Study

Population, is the group of interest to the researcher; the group to whom the researcher would like to generalize the results of the study (Kritsonis 2009). The current study was carried out in the North Tongu district in the Volta Region of Ghana. The North Tongu district is bounded by: the Lake Volta to the west, Ho Municipal District and the Akatsi South district to the east, South Tongu district to the

south east, and Adaklu district to the north. North Tongu district is one of the newly created district assemblies in 2012 with its capital at Battor. North Tongu district has various educational facilities ranging from Pre-School to Senior High School. There are 5 Senior High Schools (4 public and 1 private), 53 Junior High Schools (40 Public and 13 private), 119 primary schools (96 public and 23 private) and 79 preschools (60 public and 19 private). The district also has one special school for the handicapped (Ghana Population and Housing Census, 2010). The study targeted the teaching and non-teaching staff and the students within the North Tongu district.

**Table 1: Target population**

Category of respondents	Target population
Head teachers	4
Assistant Head teachers	4
Teachers	92
Students	2242
<b>Total</b>	<b>2334</b>

*Source: North Tongu District Education Office (2020)*

### 3.3 Sample Design and size

A sample is defined as a small proportion of an entire population; a selection from the population (Lohr, 2010). Sample size determination is the act of choosing the number of observations or replicates to include in a statistical sample. The sample size is an important feature of any empirical study in which the goal is to make inferences about a population from a sample. A sample is a subset of a population, but that subset is only useful if it accurately represents the larger population (Lohr, 2010).



In this study, the researcher remarked that the population size was large enough and the researcher referred to the Yamene (1967) formula. The Yamene formula for calculating the sample size is  $n = \frac{N}{1+N(e)^2}$ . Where  $n$  is the sample size,  $N$  is the population size (2334), and  $e$  is the level of precision, (10%)

$$n = \frac{N}{1+N(e)^2}$$

$$n = \frac{2334}{1+2334(0.1)^2}; n = 96, \text{ therefore the sample size is } 96 \text{ respondents}$$

### 3.3.2 Sampling techniques

Sampling refers to selecting a given number of subjects from a target population so as to represent that population (Kombo & Tromp, 2005). In this study, stratified or crust sampling technique was used as respondents were in four significant categories. To get the number of teachers and students to be included in the sample, proportional stratification was used while all head teachers were included in the sample as their number was small. Amin (2005) argues that when the population is small and reachable the best method to be used to get accurate information from the target population is a survey or census. Survey provides a true measure of the population (no sampling error) and easily gets detailed information within the population. Therefore, the survey will be used to gather information from head teachers.

**Table 2: Sample size determination**

Category of respondents	Target population	Sample size
Head teachers	4	2
Assistant Head teachers	4	2
Teachers	92	8
Students	2242	84
<b>Total</b>	<b>2334</b>	<b>96</b>

*Source: Researcher (2020)*

### **3.4 Data collection methods**

This research needed to use a process of gathering and measuring information on variables of interest. The process was done in an established systematic way to enable the respondents to answer stated research questions and evaluate outcomes. For this to be possible, the following were very crucial: Data collection instruments, administration of data collection instrument, and validity and reliability of the instruments.

#### **3.4.1 Instrument for data collection**

The study used questionnaire as instrument to collect data. Bugingo (2005) underscores that questionnaire is a set of written questions used to collect data from respondents. Further, questionnaire enables researcher reach a large number of respondents in a relatively short time making it advantageous to use, particularly for this study. The questionnaire used for this was made up of four sections; A, B, C and D. section A touched on bio data of respondents comprising; occupation, gender, age, educational/professional qualification and number of years of teaching experience. Section B focused on issues raised in respect of types of teaching techniques applied by teachers in English Language to promote students' academic performance in North Tongu District. Section C was about factors affecting students' academic performance in English Language in the North Tongu District. the final section D focused on benefits of teaching techniques on students' academic performance in the North Tongu District. find attached sample questionnaire at appendix.

#### **3.4.2 Administration of data collection instruments**

Copies of the questionnaire were administered face to face to the respondents by the researcher and two research assistants. The researcher and the assistants visited the selected four schools and administered copies of the questionnaire to teachers and the

students. The researcher and assistants retrieved the copies of questionnaires after teachers and other concerned members of the schools had completed them.

### **3.4.3 Reliability and Validity**

Reliability and validity are important measures in judging the quality of any research study, including the case study. Validity is defined as the extent to which an instrument measured what it claims to measure. The focus of recent views of validity is not on the instrument itself but on the interpretation and meaning of the scores derived from the instrument (Ary, Cheser, & Sorensen 2006). The instruments were given to an expert, my supervisor for that matter to ascertain how they met face and content validity. The instrument was scrutinised by my supervisor and suggestions were adopted to improve upon the instrument. To ensure reliability, the instrument was tested and re-tested on fifteen teachers in secondary schools in Ketu South Municipality because the teachers in both districts seem to possess similar characteristics in terms of professional skills, knowledge and educational characteristics which are similar to the characteristics of teachers among the selected sample. The Reliability was defined by the consistency of the results after test and re-test. The researcher conducted the test for the questionnaire and a re-test was conducted again after one week on the same respondents and the results obtained 0.08 which was above 0.05 as recommended by Amin (Amin, 2005). The researcher organized whatever he observed, heard, and read and tried to make sense of it in order to create explanations. Then data was described, classified, and interpreted Interpretation is about bringing out the meaning, telling the story, providing an explanation, and developing plausible explanations.

### **3.4 Data administration procedures**

The questionnaire was administered to headteachers, assistant headteachers, teachers, and students the researcher had explained issues regarding the study and assured respondents of confidentiality. Three days after giving the questionnaires, the researcher started moving around to the selected schools collecting them. For those who delayed, the researcher went there on the fourth day to collect remaining filled-in questionnaires.

### **3.5 Data analysis procedures**

Questionnaires were numbered prior to data entry. Data were entered in the computer with Statistical package for Social Scientist version 20.0 (SPSS 20.0) for data analysis. The data were analysed and interpreted in line with the objectives of the study. Descriptive statistics namely; tally counts, frequency Tables and percentages were used to analyse and interpret the data.

### **3.6 Ethical considerations**

The researcher maintained a high degree of academic ethical values and ensured that measures such as obtaining permission from the District Director of Education in the Noth Tongu District before going to the selected schools. Again, at the various schools, the researcher allowed respondents time to decide whether to be part of those to provide responses or otherwise, after explaining issues regarding the study. more so, the researcher assured respondents confidentiality of data and data sources, nondisclosure of identity. Above all, participation was voluntary.

## CHAPTER FOUR

### DATA ANALYSIS AND DISCUSSIONS

#### 4.0 Overview

This chapter presents the results and discussions of the data obtained from the field, including findings related to the research questions that guided the study. Data were processed and analysed to identify and describe by assessing the effect of Mode of Instruction on the Performance of Students in North Tongu District. The results have been presented in two main parts. The first part presents the results on the background characteristics of the respondents to determine its impact on the substantive research questions. The second part presents the results to address the research questions formulated.

#### 4.1 Bio Data of Teachers in North Tongu District

The demographic characteristics of teachers of the North Tongu District were sought. The set of data was intended to describe demographic variables of the sample and to assess any influence such may have on the research findings. The demographic data sought consisted of occupation, gender, age and qualification and number of years of teaching. The results are presented in Table 3.

**Table 3: Bio Data of Teachers in North Tongu District**

<b>Variables</b>	<b>Sub-Scale</b>	<b>N</b>	<b>%</b>
<b>Occupation</b>	Teacher	96	100
		0	0
	Non -Teaching staff	96	100
	Total		
<b>Gender</b>	Female	42	44
	Male	54	56
	Total	96	100
<b>Age</b>	10-20	0	0
	21-30	37	39
	31-40	41	43
	41-50	18	19
	Total	96	100
<b>Professional and academic qualification</b>	SSSCE/WACE	0	0
	Diploma	52	54
	First degree	44	46
	Masters	0	0
	Total	96	100
<b>Number of years of teaching</b>	1-5 years	6	6
	6-10 years	51	53
	11-15 years	19	20
	16-20 years	20	21
	Total	96	100

Source: Field data (2020)

As shown in Table 3 almost all (100%) respondents are teachers. This provides a good background to situate the study since the searcher seeks to understudy teachers in the North Tongu District. Besides, males constitute majority (56%) over females at (44%) indicating that male teachers dominate over female teachers in the North Tongu District. Further, results from Table 3 show that majority (43%) of respondents are within the ages of 31-40 years, followed by minority (39%) falling within the 21-

30 years. However, few (19%) of respondents are within the ages of 41-50. This implies that in terms age, majority of teachers in North Tongu fall within the ages of 31-40 years. Again, majority (54%) of respondents in North Tongu hold Diploma in Education, whereas minority (46%) are First degree holders. This shows that majority of teachers in North Tongu District hold Diploma in education. Finally, results from Table 3 show that majority (53%) of respondents have been teaching between 6-10 years, while minority at (21% and 20%) have been teaching between 16-20 years and 11-15 years respectively. On the other hand, very few (6%) have teaching between 1-5 years. This indicates that most teachers in North Tongu District have appreciable number of years of teaching experience needed to enhance students' academic performance.

## **4.2 Types of Teaching Techniques Applied by English Language Teachers in the North Tongu District**

### **4.2.1 Lecture technique of teaching English language in the North Tongu District**

The study sought to assess lecture techniques of teaching English Language as applied by teachers in the North Tongu District. This forms part of Research Question 1, which was posed as what types of teaching techniques are applied by English Language teachers in the North Tongu District? To address this question, the first 5 items in respect of use of lecture technique of teaching English language was used to gather data from the teachers in the North Tongu District. The results of data gathered so analysed are shown in Table 4.2.1

**Table 4.2.1: Lecture technique of teaching English language in the North Tongu District**

Statement	Agree		Neutral		Disagree		Total	
	No	%	No	%	No	%	No	%
Using lecture technique of teaching English Language I am able to cover a lot of content in a short period and students attain high class score in English language	8	67	1	8	3	25	12	100
Using lecture techniques of teaching students participate during English lessons	4	33	0	0	8	67	12	100
Using lecture techniques in teaching English Language, students are able to read, write and speak English language.	3	25	2	17	7	58	12	100
Using lecture technique of teaching English language helps students to communicate well during lessons.	5	42	0	0	7	58	12	100
I use Lecture method when teaching English language to allow students pass national examination.	3	25	1	8	8	67	12	100

Source: field data (2020)

Results from Table 4.2.1 show that majority (67%) of the respondents agreed to the statement that using lecture technique of teaching English Language I am able to cover a lot of content in a short period and students attain high class score in English language. Meanwhile, minority (25%) disagreed, whereas few (8%) were neutral. On the contrary, subsequent statements recorded majority disapproval to the statements. For instance, majority (67%) of the respondents disagreed to the statement that using lecture techniques of teaching, students participate during English lessons. 33% of the respondents agreed, while none (0%) remained neutral. Further, majority (58%) of



the respondents disagreed to the statement that using lecture techniques in teaching English Language, students are able to read, write and speak English language. Few of the respondents representing 17% remained neutral, while minority (25%) of the respondents affirmed the statement. Similarly, 58% and 67% constituting the majority of the respondents disagreed that lecture technique enhances students' communication in class as well as making them pass national examination.

Results from Table 4.2.1 revealed that while some teachers agreed using lecture technique of teaching to cover a lot of content, which eventually enhances students scoring high in class, most of the respondents held the view that lecture technique of teaching did not allow students to effectively communicate in class, read, write and speak English language as well as pass national examination. In effect, it could be concluded that teachers in North Tongu District use lecture technique in teaching English language; however, it does not enhance students' academic performance. This finding supports the position of Wen and Tsai (2006) which states that lecture method is appropriate for teaching bigger groups of students and the teacher is able to cover a lot of content in short space of time. However, Wen and Tsai (2006) maintain that despite the strengths of lecture method, it does not take into account the individual needs, feeling or interest of students. This implies that teachers in North Tongu District should blend the use of lecture technique with other activity based techniques of when teaching English Language to improve students' academic performance.

#### **4.3 Factors Affecting Students' Academic Performance in English Language in the North Tongu District**

The study sought to assess factors affecting students' academic performance in English language in the North Tongu District. To address this question, the first part

of the question consisting 10 items was used to gather data from the students in the District. The results of the data gathered so analysed are shown in Table 5.

#### 4.2.2 Presentation technique of teaching English language in the North Tongu

##### District

The study sought to assess presentation techniques of teaching English Language as applied by teachers in the North Tongu District. This forms part of Research Question 1, which was posed as what types of teaching techniques are applied by English Language teachers in the North Tongu District? To address this question, the first part of the question consisting of 5 items in respect of use of presentation technique of teaching English language was used to gather data from the teachers in the North Tongu District. The results of data gathered so analysed are shown in Table 4.2.2

**Table 4.2.2: Presentation technique of teaching English language in the North Tongu District**

Statement	Agree		Neutral		Disagree		Total	
	No	%	No	%	No	%	No	%
Use of presentation technique in teaching English language helps students to pay attention in class thereby promoting classroom participation.	8	67	1	8	3	25	12	100
Use of presentation technique of teaching English Language enables students to contribute in class which enhances communication in class.	9	75	0	0	3	25	12	100
Presentation technique of teaching enhances self-confidence among learners thereby increasing their ability to read, write and speak English language.	8	67	1	8	3	25	12	100
Use of presentation technique of teaching promotes self-confidence among students thereby enhancing their ability to pass national examinations	9	75	1	8	2	17	12	100

Source: field data (2020)

As observed in Table 4.2.2, almost all respondents agreed that presentation techniques of teaching enhanced students' academic performance in English Language in the North Tongu District. Evidently, majority (67%) of the respondents agreed to the issue that use of presentation technique in teaching English language helps students to pay attention in class thereby promoting classroom participation. 8% were neutral, while minority (25%) disagreed. The subsequent statement "Use of presentation technique of teaching English Language enables students to contribute in class which enhances their communication" received majority affirmation at 75%, while minority (25%) disagreed. None (0%) was neutral. More so, the statements presentation technique of teaching enhances self-confidence among learners thereby increasing their ability to read, write and speak English language and use of presentation technique of teaching promotes self-confidence among students thereby enhancing their ability to pass national examinations had majority (67% and 75%) respectively agreeing, while 8% in each case remained neutral and respectively, 25% and 17 at minority disagreed. This means that presentation technique of teaching English Language enhances students' participation in class, increase their ability to read, write and speak English language. In addition, it enhances scoring of high marks, increase in communication and eventually leading to students passing national examination. This finding of this study affirms the proposition of Weimer (2013) that presentation-based teaching method is expected to encourage all students, either when acting as a presenter or as an audience, to be actively engaged in the learning process. The implication is that when acting as a presenter, students will seriously prepare for their presentation since it will be assessed and responded to by the audience. Again, when serving as an audience, they would pay more attention so that they can provide a proper assessment to their peer presentations. This implies that whether acting as a

presenter or audience, students have responsibilities to prepare their presentations, gather the needed resources, listen, pay attention, take notes, communicate and speak English. It is important to mention that while students undergo all these learning activities, they undoubtedly improve in academic performance. In effect, teacher should encourage students to participate in class activities by providing them with an opportunity to speak and provide positive feedback (Tuncel, 2015).

#### **4.2.3 Brainstorming technique of teaching English language in the North Tongu District**

The study sought to explore brainstorming techniques of teaching English Language as applied by teachers in the North Tongu District. This forms part of Research Question 1, which was posed as what types of teaching techniques are applied by English Language teachers in the North Tongu District? To address this question, the first part of the question consisting of 5 items in respect of use of brainstorming technique of teaching English language was used to gather data from the teachers in the North Tongu District. The results of data gathered so analysed are shown in Table 4.2.3.

**Table 4.2.3: Brainstorming technique of teaching English language in the North Tongu District**

Statement	Agree		Neutral		Disagree		Total	
	No	%	No	%	No	%	No	%
In brainstorming, students get the opportunity to express their ideas which helps them to participate in class during English lessons.	9	75	0	0	3	25	12	100
Use of brainstorming techniques of teaching English Language enables students to contribute in class thereby promoting communication.	12	100	0	0	0	0	12	100
Brainstorming technique of teaching English language promotes creativity of ideas among students by which they score high scores in class.	11	92	0	0	1	8	12	100
In the use of Brainstorming techniques of teaching English language, learners senses of imagination increase thereby helping to pass external examination.	10	83	0	0	2	17	12	100

Source: field Data (2020)

Results from Table 4.2.3 revealed that majority (75%) of the respondents agreed that in brainstorming, students get the opportunity to express their ideas which help them to participate in class during English lessons. Minority at 25% disagreed. This means that brainstorming technique of teaching enhances students' academic performance. The next statement is use of brainstorming techniques of teaching English Language enables students to contribute in class thereby promoting communication was affirmed by almost all (100%) respondents indicating that brainstorming technique of teaching English language enhances communication among students thereby promoting academic performance. This is because it is through communication that

students share ideas and thoughts. Furthermore, 92% and 83% forming majority of the respondents respectively agreed to the statements that Brainstorming technique of teaching English language promotes creativity of ideas among students by which they score high scores in class and in the use of Brainstorming techniques of teaching English language, learners senses of imagination increase thereby helping to pass external examination. Few at 8% and 17% however disagreed. This shows that brainstorming technique of teaching enhances students' ability to score high marks in class and also being able to pass national examination.

The results from Table 4.2.3 revealed that majority of respondents agreed that brainstorming technique of teaching English language in the North Tongu District enhances student's ability to read, write and speak English language. In addition, it improves students' communication skills, increase in class room participation leading to scoring high and eventually passing national examination. It could be concluded that teachers in Tongu District apply brainstorming techniques of teaching English language and thus, enhances students' academic performance. As indicated in the literature, this finding agrees with Hassanein (2002) and Abdelkader (1997) on the account that brainstorming focuses on the positive participation of learners in the educational process, and invites them to build different patterns and images of ideas, to expand their creative views, and open their minds, during addressing problems, proposing solutions, and presenting terminology, on the contradictions existing in problem, and then the learners can collect scientific knowledge of the facts and concepts and scientific principles, laws and theories, and the collection of cognitive aspects necessary to understand phenomena, events and adaptation with it.

#### 4.2.4 Demonstration technique of teaching English language in the North Tongu District

The study sought to explore demonstration techniques of teaching English Language as applied by teachers in the North Tongu District. This forms part of Research Question 1, which was posed as what types of teaching techniques are applied by English Language teachers in the North Tongu District? To address this question, the first part of the question consisting of 5 items in respect of use of demonstration technique of teaching English language was used to gather data from the teachers in the North Tongu District. The results of data gathered so analysed are shown in Table 4.2.4

**Table 4.2.4: Demonstration technique of teaching English language in the North Tongu District.**

Statement	Agree		Neutral		Disagree		Total	
	No	%	No	%	No	%	No	%
Using demonstration technique in teaching English language helps learners get the actual experience of what they are learning and thus promote their attention and retention leading to students participating in class.	11	92	0	0	1	8	12	100
Using demonstration technique of teaching English enables student to exhibit knowledge processing skills leading to their ability to read and write very well.	12	100	0	0	0	0	12	100
Using demonstration technique in teaching English language promotes communication among learners.	9	75	0	0	3	25	12	100

Source: field data (2020)

As shown in Table 4.2.4, demonstration technique of teaching English language was found to enhance students' academic performance in the North Tongu District. This was revealed by this present study as almost all (92% and 100%) of the respondents shared the view that demonstration technique of teaching English language helped students to participate in class as well as able to read, write and speak English language. Only 8% and 0% respectively disagreed. Again, majority (75%) of the respondents agreed to the statement that demonstration technique of teaching English language promotes communication among students. It was found out that demonstration technique of teaching English language helps students to participate in class, able to read, write, speak English language and communicate very well. This means that teachers in North Tongu District apply demonstration technique in teaching English language and that it enhances students' academic performance. This finding of study supports the proposition of Kimweri (2004) that the strengths of demonstration include learners get the actual experience of what they are learning and interesting to learners and thus promote their attention and retention in class.

In effect, the study revealed that teaching techniques applied by teachers in the North Tongu District include lecture, presentation, brainstorming and demonstration. However, lecture technique though applied in teaching English language was seen not to have promoted students' academic performance. This stems from the fact that respondents claimed using lecture technique allowed teachers to cover a lot of content within a short space of time, but failed to enhance student's participation in class, ability to read, write, speak, communicate, score high in class and pass national and external examination. This implies that teachers in North Tongu District should not depend heavily on the use of lecture technique in teaching English language, rather blend it with other activity based techniques which will promote students'



participation during lessons among others. For presentation, brainstorming, and demonstration techniques, the study pointed out that they enhanced students' participation in class, ability to read, write, speak, communicate, score high marks and also pass national examination. Teachers in the North Tongu District are therefore advised to continue using these teaching techniques because they are found to promote students' academic performance.

### **4.3 Factors Affecting Students' Academic Performance in English Language in the North Tongu District**

#### **4.3.1 English language learning and teaching in classrooms in the North Tongu District**

The study sought to explore English language learning and the classroom as a factor affecting students' academic performance in the North Tongu District. This forms part of Research Question 2 which was posed as what are the factors affecting students' academic performance in English Language in the North Tongu District? To address this question, the first part of the question consisting of 5 items in respect of English language learning and the classroom as a factor affecting students' academic performance in the North Tongu District was used to gather data from the students in the North Tongu District. The results of data gathered so analysed are shown in Table 4.3.1.

**Table 4.3.1: English language learning and teaching in classrooms in the North Tongu District**

Statement	Agree		Neutral		Disagree		Total	
	No	%	No	%	No	%	No	%
Interactions among teachers and students work together to create intellectual and practical activities which promote class participation.	74	88	0	0	10	12	84	100
Teacher dominance in classroom teaching and learning process increases students ability to read, write and speak English language.	24	29	14	17	46	54	84	100
Learning in which students are interactive produces far more effective participation in class and increases their communication abilities	58	69	9	11	17	20	84	100
Teachers' pedagogical content knowledge in English language promotes effective learning and leads to high class score of students.	65	77	7	8	12	14	84	100
Students „early learning of English language provides very good foundation for future learning thereby making them passes national examination.	61	73	10	12	13	15	84	100

Source: field data (2020)

Results from Table 4.3.1 indicates general agreement that English language learning and teaching in classrooms as a factor enhanced student's academic performance in the North Tongu District. For example, 88% of the respondents agreed that interactions among teachers and students work together to create intellectual and practical activities which promote class participation. 12% disagreed, while none

(0%) remained neutral indicating that interactions among teachers and students work together to create intellectual and practical activities which promote class participation. This finding agrees with Quist (2000) who avers that teaching and learning process involves two active participants in the classroom - the teacher and the learner, and that language learning does not fall entirely on the teacher and that students must also assume more responsibility for the learning process. This implies that teachers should put in place ways and means to booster student-teacher interaction so that students will able to participate in class. Besides, majority (69%) of the respondents agreed to the statement „Learning in which students are interactive produces far more effective participation in class and increases their communication abilities. 11% and 20% respectively remained neutral and disagreed. This means that effective classroom participation and communication can be attained when teaching and learning is interactive. As indicated by Vuzo (2010), “It is through interactions with each other that teachers and students work together to create intellectual and practical activities that shape both the form and the content of the target subject. This shows that teachers should recognise the worth of students so they can engage them in class to enhance their communication abilities.

Further, the next statements read “Teachers” pedagogical content knowledge in English language promotes effective learning and leads to high class score of students and Students „early learning of English language provides very good foundation for future learning thereby making them passes national examination. 77% and 73% in the majority agreed. However, 14% and 15 % in the minority disagreed. Only 8% and 12% were neutral. The result points out that teacher’s pedagogical content knowledge in English language leads to quality and effective teaching and learning which will inure to students ability to pass all forms of examination, including national

examination. Again, it was observed that when students gain early foundation in English language, they will perform very well in future learning of English language. These findings affirm Quist (2000) who opined that successful teaching and quality of pupil learning is closely related to the teacher's knowledge and understanding of the subject. Similar affirmation by Harmer (2003) and Mosha (2004) states that among the factors that lead to students' poor performance are qualities of teachers (Harmer, 2003; Mosha, 2004). This implies a teacher of good quality will teach well for students to perform better academically. Additionally, Quist (2000) asserts that if early years at the school fail to provide the right foundation for learning, then no amount of special provision at later stages will be able to achieve the full potential of the child in terms of how his learning will proceed, and how beneficial his attitudes are towards his future life and learning. This means that early foundation of learning is very important for effective future learning. As such, parents, teachers and other stakeholders should ensure that children are exposed to quality learning at early stages of their lives. In all, the study revealed that motivation as a factor enhanced students' academic performance in the North Tongu District.

#### **4.3.2 Attitudes of language learning among students in the North Tongu District**

The study sought to explore attitudes of language learning as a factor affecting students' academic performance in the North Tongu District. This forms part of Research Question 2 which was posed as what are the factors affecting students' academic performance in English Language in the North Tongu District? To address this question, the first part of the question consisting of 4 items in respect Attitudes of language learning as a factor affecting students', academic performance in the North Tongu District was used to gather data from the students in the North Tongu District. The results of data gathered so analysed are shown in Table 4.3.2

**Table 4.3.2: Attitudes of language learning among students in the North Tongu District**

Statement	Agree		Neutral		Disagree		Total	
	No	%	No	%	No	%	No	%
Language attitude is an important concept because it plays a key role in language learning thereby promoting classroom participation.	62	74	4	5	18	21	84	100
Positive attitudes facilitate the learning process as it increases students ability to read, write and speak English Language	74	88	3	4	7	8	84	100
Attitudes have a positive correlation with success in learning the second language because they facilitate learners' high class score in English.	69	82	7	8	8	10	84	100
Individual attitudes towards the language that they learn meet important needs such as passing national examination	67	80	8	10	9	10	84	100

Source: field data (2020)

As shown in Table 4.3.2, almost all respondents agreed that attitudes of language learning as a factor enhanced students' academic performance in the North Tongu District. Specifically, majority (74%) agreed that Language attitude is an important concept because it plays a key role in language learning thereby promoting classroom participation. While 18% in the minority remained neutral, 21 % disagreed. This shows that attitudes of learning language positively affected students' academic performance. The next statement "Positive attitudes facilitate the learning process as it increases student's ability to read, write and speak English Language" recorded

majority agreement at 88%, while 4% and 8% respectively neutral and disagreed. This shows that attitudes of learning as a factor promoted students' ability to read, write and speak English language. Further, most (82% and 80%) of the respondents respectively agreed that attitudes have a positive correlation with success in learning the second language because they facilitate learners' high class score in English and Individual attitudes towards the language that they learn meet important needs such as passing national examination. It could be inferred that generally, good attitudes of learning language as a factor positively affect students' ability to read, write, speak, communicate, and participate in class as well as passing national examination. It was found out that good attitudes of learning language affect students' academic performance in the North Tongu District. This finding confirms the position of Gardner and Tremblay (1994) that in education, attitudes are considered both as input and output. Attitudes have a positive correlation with success in learning the second language because they facilitate learners' motivation to learn the language. This implies that when students develop good attitudes toward learning language, they will be able to perform well academically. It is interesting therefore to note that attitudes are intuitive, however, external factors trigger how one sees or believe in something. Consequently, when teachers teach well, when the needed teaching and learning resources are available in a conducive learning environment, students will naturally develop good attitudes of learning which will enhance their academic performance.

#### **4.3.3 Motivation of language learning in the North Tongu District**

The study sought to examine motivation of language learning as a factor affecting students' academic performance in the North Tongu District. This forms part of Research Question 2 which was posed as what are the factors affecting students' academic performance in English Language in the North Tongu District? To address

this question, 4 items in respect motivation of language learning as a factor affecting students' academic performance in the North Tongu District was used to gather data from the students in the North Tongu District. The results of data gathered so analysed are shown in Table 4.3.3

**Table 4.3.3: Motivation of language learning in the North Tongu District**

Statement	Agree		Neutral		Disagree		Total	
	No	%	No	%	No	%	No	%
Motivation influences the speed and amount of success of foreign language learning whereby increasing class participation.	59	70	10	12	15	18	84	100
My personal sense of motivation in learning English language enables me to read, write and speak the English language.	54	64	11	13	19	23	84	100
Motivation from outsiders forces me to study English language very well to pass national examination.	63	75	7	8	14	17	84	100
Learning and motivation are equally essential for performance and they enable us to acquire new knowledge and skills in which we are able to communicate.	60	71	10	12	14	17	84	100

Source: field data (2020)

Results from Table 4.3.3 shows a general agreement in respect of motivation as a factor, influencing positively, students' academic performance in the north Tongu District. A good example is that majority (70%) of the respondents affirmed that motivation influences speed and amount of success of foreign language learning whereby increasing class participation. 12% remained neutral, while 18% in the

minority disagreed. This means that motivation enhances students' participation in class. As expressed by Elliot, Kratochil, and Cook (2000), motivation is an internal state that arouses to action, pushes us in particular directions, and keeps us engaged in certain activities. This finding agrees same. This implies that internal force may push students to participate in class activities. As such, teachers should use effectively, proper form of motivation to arouse student's actions in class. Also, the statement "My personal sense of motivation in learning English language enables me to read, write and speak the English language" recorded majority (75%) of the respondents agreeing, whereas 8% and 17% respectively were neutral and disagreed indicating that students' sense of personal motivation helps to read, write and speak English language. This finding is in line with Petty (1998) who argued that if students do not want to learn, their learning efficiency will be slow such that they may learn virtually nothing, and if you know how to motivate students, you can highly increase their learning. This implies that stakeholders in education should put in place mechanisms to boost students' personal senses of motivation so as to make them learn.

Table 4.3.3 shows majority (71%) of the respondents consenting that "Learning and motivation are equally essential for performance and they enable us to acquire new knowledge and skills in which we are able to communicate". few (12%) remained neutral, while 17% in the minority disagreed. This implies that when students are well motivated during lessons, they will learn and share their thoughts whereby enhancing communication. This finding supports Elliot, Kratochil, and Cook (2000) that learning and motivation are equally essential for performance and they enable us to acquire new knowledge and skills. Overall, the study brought to the fore the fact that motivation as a factor affects rightly students' academic performance in respect of



increase ability to participate in class, read, write, speak, communicate and above all, able to write and pass examination in the North Tongu District.

#### 4.4 Benefits of Mode of Teaching on Student's Academic Performance in English Language in the North Tongu District

The study sought to assess the benefits of mode of teaching on student's academic performance in English language in the North Tongu District. The results of the data gathered so analysed are shown in Table 6.

**Table 4.1: Benefits of techniques of teaching on student's academic performance in English language in the north Tongu District**

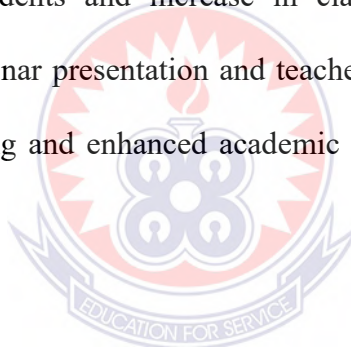
Statement	Agree		Neutral		Disagree		Total	
	No	%	No	%	No	%	No	%
Under leaner-centred techniques, I am able to identify each student's learning method to determine strengths for academic achievement.	61	64	9	9	26	27	96	100
I see students coping with learning when the method of teaching fits their styles of learning well.	76	79	8	8	12	13	96	100
Using brainstorming technique of teaching makes students score high in the English language examination because they are able to express themselves.	87	91	3	3	6	6	96	100
Group discussion technique of teaching promotes communication among students during English lessons	69	72	5	5	22	23	96	100
Using demonstration technique of teaching English language helps students to participate during lessons	68	71	5	5	23	24	96	100
Lecture method of teaching promotes students' participation during English Language lessons.	32	33	8	8	56	58	96	
Presentation techniques of teaching enhance student success of English language examination	22	23	12	13	62	65	96	100
Teacher –centred method of teaching helps students to perform very well in English language.	33	34	5	5	58	60	96	100

Source: Field data (2020).

As shown in Table 4.1, majority (64%) of respondents agreed to the statement that “Under learner-centred techniques, I am able to identify each student’s learning method to determine strengths for academic achievement”. 9% representing the few were neutral, whereas minority (27%) disagreed showing that using learner-centred technique benefits learning and enhances students’ academic performance in English Language in the North Tongu District. The next statement was “I see students copying with learning when the method of teaching fits well their styles of learning”. Majority (79%) agreed, over minority at (13%), while few (8%) were neutral indicating that good techniques of interaction benefit student’s learning and promotes their academic performance in English Language.

More so, results from Table 4.1 show that most (91%) of the respondents affirmed that “Using brainstorming technique of teaching, students score high in the English language examination because they are able to express themselves”. On the contrary, 6% and 3% respectively disagreed and remained neutral. This implies that brainstorming technique profits students’ learning leading to enhanced academic performance in English Language in the North Tongu District. The statements “Group discussion technique of teaching promotes communication among students during English lessons” and “Using demonstration technique of teaching English language helps students to participate during lessons” recorded majority consent at 72% and 71% respectively. However, 23% and 24% minority disagreed. Only 5% and remained neutral in both cases demonstrating that group discussion and demonstration techniques of teaching benefit students learning as well as enhancing academic performance in English Language in the north Tongu District.

Conversely, majority (58%) of respondents disagreed that “Lecture method of teaching promotes students’ participation during English Language lessons”. 33% in the minority agreed, while very few (8%) remained neutral. Again, majority (65% and 60%) of respondents disagreed respectively to the statements “Presentation techniques of teaching enhance students’ success in English Language examination” and Teacher-centred method of teaching helps students to perform very well in English language. 23% and 24% in the minority agreed, while very few at 13 and 5% were neutral. It could be inferred that learner-centred, brainstorming, group discussion and demonstration techniques of teaching English language benefit students’ academic performance regarding classroom participation, identification of befitting learning styles of individual students and increase in classroom interaction by students. Oppositely, lecture, seminar presentation and teacher-centred techniques seem not to support students’ learning and enhanced academic performance in the North Tongu District.



## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Overview

This chapter of the study presents the summary of the research process, key findings and recommendations, including suggested areas for further studies. The study was purposed at assessing describing and investigating the effect of teaching techniques on the performance of students in English language in the North Tongu District of Volta Region. The study employed descriptive survey design. Using stratified sampling technique, 96 respondents made up of 2 headteachers, 2 assistant headteachers, 8 teachers and 84 students constituted the population. Questionnaire was used as instrument to collect data for the study. Descriptive statistics involving frequency counts and percentages were used to analyze the data on the three research questions which follow as; What are the types of teaching techniques applied by English language teachers in the North Tongu District?; What are the factors affecting students' performance in English Language in the North Tongu District.? and what are the benefits of teaching techniques applied by English language teachers on students' academic performance in the North Tongu District?

#### 5.1 Summary of key findings

The key findings of the study are as follows:

1. The study revealed that teachers in North Tongu District applied mostly lecture, brainstorming, presentation and demonstration techniques in teaching English Language. However, except, lecture technique which was seen not to enhance students' academic performance, the rest do.

2. The study pointed out that factors such as English language learning and teaching in classrooms, attitudes of learning and motivation positively affected students' academic performance in English language in the North Tongu District.
3. The study revealed that brainstorming; presentation and demonstration techniques of teaching English language benefit students' academic performance regarding classroom participation, identification of befitting learning styles of individual students and increase in classroom interaction by students. Oppositely, lecture technique seems not to support students' learning and enhance academic performance in the North Tongu District.

## 5.2 Conclusions

Reference to the key findings of the study, the following conclusions emerged.

1. It could be concluded that teachers in the North Tongu District applied mostly lecture, brainstorming, presentation and demonstration techniques in teaching English Language. However, except, lecture technique which was seen not to enhance students' academic performance, the rest do.
2. The study conclusion is that factors such as English language learning and teaching in classrooms, attitudes of learning and motivation positively affected students' academic performance in English language in the North Tongu District.
3. It could be concluded that brainstorming; presentation and demonstration techniques of teaching English language benefit students' academic performance regarding classroom participation, identification of befitting learning styles of individual students and increase in classroom interaction by students. Oppositely, lecture technique seems not to support students' learning and enhance academic performance in the North Tongu District.

### 5.3 Recommendations

From the answers to the research questions and the findings discussed with their related conclusions in the previous sections, the following recommendations deserve attention for policy and practice:

1. The study revealed that teachers in North Tongu District applied mostly lecture, brainstorming, presentation and demonstration techniques in teaching English Language. However, except, lecture technique which was seen not to enhance students' academic performance, the rest do. As a result, it is recommended that the teachers in North Tongu District will continue to use brainstorming, presentation and demonstration techniques in teaching English Language to enhance students' academic performance and reduce the use of lecture technique.
2. The study pointed out that factors such as English language learning and teaching in classrooms, attitudes of learning and motivation positively affected students' academic performance in English language in the North Tongu District. Consequently, it is recommended that teachers in North Tongu District apply more motivational techniques to encourage students, since motivation and attitudes are closely related factors that enhance students' academic performance. Besides, the Ministry of Education acting in collaboration with Ghana Education Service should provide adequate teaching and learning resources to schools in the North Tongu District to promote students' performance in English Language.
3. The study revealed that particularly, brainstorming; presentation and demonstration techniques of teaching English language benefit students' academic performance regarding classroom participation, identification of befitting learning styles of individual students and increase in classroom interaction by students. Therefore, it was recommended that teachers should use more of the participatory

techniques such as group discussions, presentation and brainstorming among others to teach English Language to improve students' academic performance.

#### **5.4 Suggestions for further studies**

For ease of generalizing the findings of this study, I suggest that similar studies be conducted increasing and expanding the numbers of SHSs and teachers and students in studies in the North Tongu District.



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## APPENDICES

### UNIVERSITY OF EDUCATION, WINNEBA FACULTY OF FOREIGN LANGUAGES EDUCATION AND COMMUNICATION

#### DEPARTMENT OF APPLIED LINGUISTICS

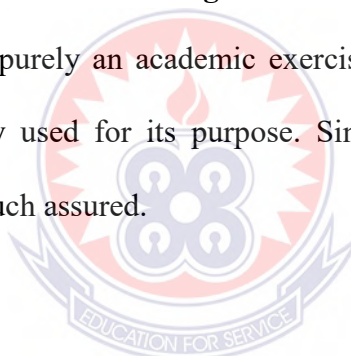
#### Research Questionnaire for Respondents

Dear Respondent,

I humbly bring before you this research questionnaire to solicit your views on the issues raised below regarding **“Assessing the impact of Mode of Instruction on the Performance of Students in North Tongu District”**.

Kindly note that this is purely an academic exercise, as such, any information you provide, shall be strictly used for its purpose. Sincerely, I wish state further that confidentiality is very much assured.

Thank you.



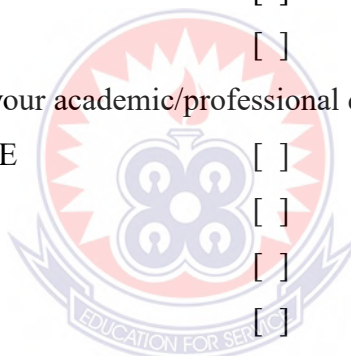


## SECTION A

### DEMOGRAPHIC CHARACTERISTICS OF TEACHERS

Kindly provide responses based on your demographic characteristics by either writing or ticking [] the most appropriate option (s) provided.

1. What is your occupation?
  - a. Teacher [
  - b. Non -Teaching staff [
2. Kindly indicate your gender
  - a. Female [
  - b. Male [
3. Kindly indicate your Age group:
  - a. 10-20 [
  - b. 21-30 [
  - c. 31-40 [
  - d. 41-50 [
4. Please, indicate your academic/professional qualification
  - a. SSSCE/WACE [
  - b. Diploma [
  - c. First degree [
  - d. Masters [
5. Please, indicate number of years of working experience
  - a. 1-5 years [
  - b. 6-10 years [
  - c. 11-15 years [
  - d. 16-20 years [



**SECTION B**  
**TYPES OF TEACHING TECHNIQUES APPLIED BY ENGLISH LANGUAGE**  
**TEACHERS IN THE NORTH TONGU DISTRICT**

Kindly indicate the type of teaching techniques (*participatory and non-participatory*) applied by English Language Teachers in the North Tongu District. Please tick [√] the columns that represent your view.

**A-Aware, N-Neutral and D-Disagree (AND)**

SN	Statement	A	N	D
1	I use learner-centred technique of teaching English language.			
2	Brainstorming technique of teaching is one of the methods I use in teaching English Language.			
3	I use Group discussion technique when teaching English language.			
4	I Use demonstration technique to teach English language.			
5	I use Lecture method when teaching English language.			
6	I use Presentation techniques when teaching English language.			
7	I use Seminar method of teaching to teach English Language.			
8	I use teacher-centred techniques when teaching English language.			

9. Which of the teaching methods or techniques do you use often when teaching English language?

.....

10. Apart from the teaching methods or techniques indicated above, is/ are there others that you use to teach English Language?

.....

**SECTION C**

**FACTORS AFFECTING STUDENTS’ ACADEMIC PERFORMANCE  
IN ENGLISH LANGUAGE IN THE NORTH TONGU DISTRICT**

Please, indicate the level of students’ academic performance in English language in the North Tongu District. Please tick [√] the columns that represent your view.

A-Aware, N-Neutral and D-Disagree (AND)

SN	Statement	A	N	D
11	I enjoy good teacher-student interaction during English language lessons and this helps me to learn English Language better.			
12	Use of lecture method in teaching English language helps me to learn English Language very well.			
13	My teacher demonstrates good content knowledge of English language when teaching; this helps me to learn English language very well.			
14	I learn English Language very well because my teacher communicates very well with class during English language lessons.			
15	I had good foundation in learning English language and that helps me to learn English very well at SHS now.			
16	I learn English language very well today because teaching and learning materials are available			
17	My personal sense of motivation in learning English language enables me to learn very well the English language.			
18	Motivation from outsiders forces me to study English language very well.			
19	I have good attitudes toward learning English language that is helping me to study English language very well.			

20. Kindly state factors that you feel affect teaching and learning of English Language in your school.....  
.....

**SECTION D**  
**BENEFITS OF TEACHING TECHNIQUES ON STUDENTS' ACADEMIC**  
**PERFORMANCE IN ENGLISH LANGUAGE IN THE NORTH TONGU**  
**DISTRICT**

Kindly indicate your views regarding relationship between techniques of teaching and students' and academic performance in English Language in the North Tongu District. Please tick [√] the columns that represent your view.

A-Aware, N-Neutral and D-Disagree (AND)

SN	Statement	A	N	D
21	Under learner-centred techniques, I am able to identify each students' learning method to determine strengths for academic achievement			
22	I see students copying with learning when the method of teaching fits well their styles of learning			
23	Using brainstorming technique of teaching, students score high in the English language examination			
24	Group discussion technique of teaching promotes communication among students during English lessons			
25	Using demonstration technique of teaching English language helps students to participate during lessons			
26	Lecture method of teaching promotes students' participation during English Language lessons.			
27	Presentation techniques of teaching enhances student success of English language examination			
28	Teacher –centred method of teaching helps students to perform very well in English language.			

29. Kindly indicate some benefits of using method(s) or technique(s) of teaching English language enhance to students' academic performance.....  
.....

30. Apart from the methods or techniques of teaching English language indicated above, is/are there other methods you think enhance students' academic performance?.....  
.....  
.....

