

UNIVERSITY OF EDUCATION, WINNEBA

**IMPACT OF TEACHING METHODS ON STUDENT ACADEMIC
PERFORMANCE IN ENGLISH LANGUAGE. A CASE OF MABANG SENIOR
HIGH TECHNICAL SCHOOL AND TEPA SENIOR HIGH TECHNICAL
SCHOOL IN AHAFO ANO NORTH MUNICIPALITY**

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MASTER OF EDUCATION



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**of the requirements for the award of the degree of
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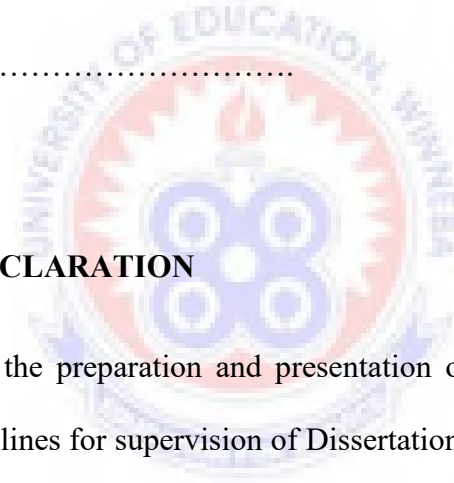
DECLARATION

STUDENT’S DECLARATION

I, JOSEPH BARWUAH, declare that this Dissertation, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE:

DATE:.....



SUPERVISOR’S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with guidelines for supervision of Dissertation as laid down by the University of Education, Winneba.

DR. REBECCA AKPANGLO-NARTEY

SIGNATURE:

DATE:.....

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DEDICATION

I dedicate this piece of work to Dr. Rebecca Akpanglo-Nartey as well as my children David Ohene Barwuah, Wesley Duku Barwuah and Ohemaa Akua Adomah Barwuah for their prayers, encouragement and support throughout my studies.



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ABSTRACT

This study was carried out to assess the impact of teaching methods on student academic performance in English language in Mabang Senior High Technical School and Tapa Senior High Technical School. Data were collected from two hundred (200) respondents consisting teachers and students from the two schools using random sampling. The data collected were coded, fed into the computer and processed using the SPSS (version 24) computer application software and Microsoft Excel. Three research questions and interview guide were formulated to guide the study. Data were collected on the teaching method, factors that influence the selection of teaching method and the impact of teaching method on students' academic performance. The study revealed majority of the teachers employ question and answers method of teaching. The study also examines the influences of selection of teaching method. The study therefore recommend that teachers need to understand they should embrace the use of question and answers as a way of improving the performance in English Language. Traditional methods of teaching English Language which are not learner-centered do not bore any good results and therefore integration of ICT in the teaching learning process aims at helping learners to improve their academic performance.



CHAPTER ONE

INTRODUCTION

This chapter deals with the background to the study, statement of the problem, objective of the study, significance of the study, delimitation of the study, limitation of the study, and organization of the study

1.1 Backgrounds to the Study

The classroom is a dynamic environment, bringing together students from different backgrounds with various abilities and personalities (Mitariu, 2016). The researcher argued that being an effective teacher therefore requires the implementation of creative and innovative teaching methods and strategies in order to meet students' individual needs as it was supported by (Bista, 2011, & Butler, 2011). Teaching method is what kind of activity we use in order to teach. Method refers to the procedure within an approach (Adunola, 2011). Majority of teachers use method depends on a scientific than an approach and has step by step procedure to solve problem. According to Ezzi, (2012) teaching method is nothing but a scientific way of presenting the subject keeping in mind the psychology and physical requirements of the children. It is a process or procedure whose successful completion results in learning or as a means through which teaching becomes effective. It is the formal structure of the sequence of acts. The term method covers both strategy and techniques of teaching. Different strategies may be adopted in following a method. It is wider term. Method is related to the nature of content of a subject to be taught. Teaching method is a style of presentation of content in classroom. Method refers to the formal structure of the sequence of acts commonly denoted by instructions. It involves the choice of what is to be taught and in which order is to be presented. The

primary purpose of teaching at any level of education is to bring a fundamental change in the learner through various teaching and learning methods (Oigara, 2011). The effectiveness of this teaching and learning process largely depends on the choice of the teacher's teaching method. Ayeni (2011) alludes that effectiveness of a teaching method is reflected in the outcome of the teaching-learning process in form of marks, grades and mean scores. Many researchers are of the view that teaching method is the general principles, pedagogy and management strategies used for classroom instruction. The effectiveness or success of teaching depends on the kind of teaching method employed by the teacher. To facilitate the process of knowledge transmission, teachers should apply appropriate teaching methods that best suit specific objectives and level exit outcomes. Ayeni (2011) stated that in the traditional epoch, many teaching practitioners widely applied teacher-centered methods to impart knowledge to learners comparative to 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 (Hightower et al., 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 as supported by (Adunola, 2011). Substantial research on the effectiveness of teaching methods indicates 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.

1.2 Statement of the Problem

Students' academic performance in English Language in Ghanaian Senior Schools has been poor, and one of the reasons cited is the type of methods of learning-teaching used. It is disheartening to note that despite all the laudable objectives of teaching English language in Senior High School, and its importance in the nation's economy, students' achievement in West African Senior School Certificate has been poor from 2011 to 2018 (Block, 2017).

Mackey and Gass (2012), believe that the falling level of student performance in English Language is attributed to teachers' non-use of verbal reinforcement strategy. In today's world English is taught in a very orthodox manner. The basic teaching is needed. Teaching the alphabet and the formation of the words is essential and a must. But there is something that is even more important. The children must be able to speak the words and understand their meaning before writing them down. The foundation to teach English can only be taught using the orthodox methods of teaching the alphabet and the words and the rules. But then teaching only the rules is found to be boring by most students and it is because of this that they lose interest in learning the language. According to Muñoz, and Álvarez (2015), although there is no way other than the traditional one to teach the basics of the language these methods must be tweaked a bit so as to appeal to the students. When it comes to teaching English to students of higher classes who already know the basics the traditional methods generally tend to yield poorer results than innovative methods. Suboptimal academic performance by the majority students at Senior High School has largely

been cited to be the result of ineffective teaching methods by teachers (Allwright, 2016).

Most of the studies conducted in Ghana and other parts of the world concentrated on factors affecting students' performance and policy making rather than how teaching methods influence the students' performance, for example Laddunuri (2012), Kkairuki (2009) and Kat ram (2007). Another study by Mruma (2013) examined motivation of teachers in Senior High Schools. None of these studies have specifically examined the effect of teaching methods on student performance. This study bridges the gap and it access the impact of teaching methods on academic performance of students in Mabang Senior High Technical School and Tapa Senior High Technical School.

1.3 Objectives of the Study

The general objective of the study was to assess the impact of teaching methods on student academic performance in English language in Mabang Senior High Technical School and Tapa Senior High Technical School. The specific objectives that guided this study were as follows:

1. To determine teaching methods used in teaching English language in Mabang Senior High Technical School and Tapa Senior High Technical School.
2. To identify factors that influence the selection of English language teaching methods in Mabang Senior High Technical School and Tapa Senior High Technical School.
3. To identify the impacts of the teaching methods on the academic performance of the student in Mabang Senior High Technical School and Tapa Senior High Technical School.

1.4 Research Questions

The following research questions were used to guide the study

1. What are the teaching methods used in English language in Mabang Senior High Technical School and Tapa Senior High Technical School?
2. What factors influence the selection of English language teaching methods in Mabang Senior High Technical School and Tapa Senior High Technical School?
3. What are the impact of teaching methods on students' academic performance in Mabang Senior High Technical School and Tapa Senior High Technical School?

1.5 Significance of the Study

The study is worth of academic research on the following grounds: First, the study reveals the impact of teaching methods on students' performance in English Language in Mabang Senior High Technical School and Tapa Senior High Technical School and contributes to the body of knowledge. Second, result of the study would serve as reference for practicing teachers on the field of their teaching of English language. In addition, the results would help other researchers that are interested in teaching strategies to make informed decisions about using methods of teaching English. Richards (2001) observed that educational research is the powerhouse of knowledge for policy makers in government, private sectors and international agencies. The findings would also benefit teachers of secondary schools in Ahafo Ano North since it gives the ideas on the most suitable teaching methods for use in English subjects. Finally, the findings of this research would add to the body of knowledge on teaching methods and also serve as a basis for future research.

1.6 Delimitation of the Study

This study focuses on the impact of teaching methods on student academic performance in English language in the Mabang Senior High Technical School and Tega Senior High Technical School in the Tega Municipality of the Ashanti Region. The study was delimited to methods of teaching English language, factors that influence the selection of teaching method and the impact of teaching method on students' academic performance. The study looked at the kind teaching method that best suit the students in order to improve their performance in English Language.

1.7 Limitations of the Study

The study faced several limitations. First, there was a difficulty in reaching the target sample since the only time that they could be reached was a School hours. Aside, school hours there was real difficulty reaching the respondents. Secondly, there was difficulty convincing most of the respondents to answer honestly. This is because marital issues are highly sensitive issues and the target population being teachers made it even more difficult. Finally, since the respondents were given the questionnaire to take home and respond to it, some of the respondents did not return the questionnaire and so measures had to be put in place to give additional questionnaires to other people within the population so as to make up for the unreturned questionnaires.

1.8 Organization of the Study

The study is organized in five major chapters. Chapter one deals with the background to the study, statement of the problem, research questions and objectives, significance of the study, delimitation, limitations and organization of the study. Chapter two is devoted to a review of literature on what other researchers and authorities on the

subject have written. Chapter three also deals with methodology of the study. Chapter four analyzes the data collected and discusses the finding of the study. Chapter five is the summary of major findings, conclusions, recommendation and implications of the findings.



CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents a comprehensive review of relevant literature in an attempt to position the study in an appropriate conceptual and theoretical framework. The chapter discusses findings of related researches obtained from relevant articles, textbooks, journals, speeches, web sites and other credible sources of information to this study. This chapter also presents the works that have been done by other researchers which were considered relevant for the subject of study.

2.2 The Concept Teaching Methods

According to Abe (2013), the term teaching method refers to the general principles, pedagogy and management strategies used for classroom instruction. Teaching method depends on what fits the students, educational philosophy, classroom demographic, subject area(s) and school mission statement. Teaching theories can be organized into four categories based on two major parameters: a teacher-centered approach versus a student-centered approach, and high-tech material use versus low-tech material use.

Sharndama (2013) argued that the question of choosing teaching methods is a matter of everyday, practical. In his decision, the teacher always needs to show a maximum of independence. In writing lesson plans is a foremost thing that a teacher must do before executing any teaching strategy in the class. The teaching method should be adopted on the basis of certain criteria like the knowledge of the students, the environment and the set of learning goals decided in the academic curriculum (Shohamy, 2001).

Tamimy (2015), opined that traditionally, the teaching method is defined as a method of interrelated and interdependent activities of the educator and trainees aimed at realizing the learning goal. Another approach defines the teaching method as a system of purposeful actions of the teacher, organizing the cognitive and practical activities of the trainees and providing the solution of the learning tasks. Both in that and in the other definition of the method there is a dual approach to its interpretation, emphasizing the unity of methods of teaching and methods of teaching, and also giving an idea of the general model of teaching. However, the consideration of each method separately does not disclose the nature of the activity and the way in which the teaching and cognitive activity of students is guided, and, most importantly, the nature of the processes of mastering knowledge and developing the personality in one or another model of learning for which the method is directed. The teacher tells, and the student listens, comprehends, remembers. The method of conversation enables direct communication: the teacher asks questions, and the students answer.

Yook (2010) disclosed the method more specifically, a teacher needs to consider it at the level of receptions - specific ways of organizing the activities of trainees, the student's or student's educational activities. Reception is most often defined as an integral part of the method or its specific variety. For example, the narrative method, depending on the purpose and the techniques realizing it, can be embodied in the description, narrative, explanation, proof, reasoning, elements of dramatization. The conversation can be either a playlist or a heuristic search.

According to Gage (2016) teaching method in general is a recurrent pattern of teacher behaviour applicable to various subject matters, characteristic of more than one teacher and relevant to learning. The term teaching method is most widely used and overlaps a great deal in common usage. A study done by Gage and Berliner (2014) is

of the view that teaching methods are the procedures to help the students to move from their initial ways of behaving to those that have been set up as objectives. In general teaching methods is a particular order imposed upon the teaching activity. It is a style of presentation of content in the classroom. It has a set steps and follows, some definite rules during presentation, (Broudy & Palmer 2013).

Teaching strategy is a purposeful combination of more than two methods to achieve the objectives of the content. Gerhard (2015) said that, teaching strategies have been classified as a series of methods ranging from lecture discussion and recitation to the multi-method, the project, the self-discovery and self-selection approach. Stones and Morris (2014) have defined the teaching strategy as generalized plan for a lesson which includes structures, desired learner behaviour in terms of goals of instruction and an outline of planned tactics necessary to implement the strategy. The lesson strategy is a part of a larger development scheme of the curriculum. –For making the teaching strategy effective methods involved in it should be such as they can be articulated with each other”. Stones and Morris (2014) stated that the basic difference between the teaching method and teaching strategy is that the method includes only the way of presentation of any learning material whereas the strategy involve the behavioral objectives and learning conditions while teaching any school subject.

Models of teaching are there to achieve the specific goals of teaching. For any lesson when a teacher selects any particular instructional approach for achieving the well-defined goals of that instructional material then it can be said that the teacher is using the models’ approach in teaching that lesson. Before using the model approach, training for the categorization of institutional objectives is essential so that the teacher will be able to match the suitable model for reaching those identified goals.

2.3 Types of Teaching Methods

According to Wafta and Audi, (2015), there are two main types of teaching methods which are non-participatory method and participatory method.

2.3.1 Non-Participatory method

In these type of methods teacher casts himself/herself in the role of being a master of the subject matter. The teacher is looked upon by the learners as an expert or an authority (Winke, 2011). Teo and Wong, 2000 stated that “Learners on the other hand are presumed to be passive and copious recipients of knowledge from the teacher. Examples of such methods are lecture method and demonstration method”. Here the teacher casts in the role of being a master of the subject matter (Xie, & Andrews, 2013). The teacher is looked upon by the learners as an expert or an authority. Learners on the other hand are presumed to be passive and copious recipients of knowledge from the teacher. Examples of such methods are expository or lecture methods - which require little or no involvement of learners in the teaching process. It is also for this lack of involvement of the learners in what they are taught, that such methods are called “closed-ended” (Talarico, 2016). Under this method, students simply obtain information from the teacher without building their engagement level with the subject being taught (Webster & Lindsay-Perez, 2018). The approach is least practical, more theoretical and memorizing (Teo & Wong, 2000). It does not apply activity-based learning to encourage students to learn real life problems based on applied knowledge. Since the teacher controls the transmission and sharing of knowledge, the lecturer may attempt to maximize the delivery of information while minimizing time and effort. As a result, both interest and understanding of students may get lost (Grant, 2013).

2.3.2 Lecture method

Lecture method is most convenient and inexpensive method of teaching any subject. It hardly requires the use of scientific apparatus, experiment, and aids materials except for the black board. Lecture method is teacher controlled and information centered approach in which teacher works as a role resource in classroom instruction (Burić & Frenzel, 2019). In this method, the teacher does the talking and the student is passive listens. LaClare (2017), opined that “this creates dullness in the classrooms as the interaction between the pupil and teacher ceases to occur.”

Hayward, Ventura, Schuldt and Donlan, (2018) argued that the cornerstone of teaching, a lecture can be an effective method for communicating theories, ideas, and facts to students. Typically, a structured presentation, a lecture should be designed to include certain procedures in order to be effective—procedures that research and expert lecturers have identified as essential to assist student learning.

2.3.3 Demonstration Method

A demonstration is a teaching method used to communicate an idea with the aid of visuals such as flip charts, posters, power point, etc. A demonstration is the process of teaching someone how to make or do something in a step-by-step process. As you show how, you “tell” what you are doing. A demonstration always has a finished product. The key to a good demonstration is for the audience to be able to go home and do what you have taught them how to do. Demonstration is a practical display or exhibition of a process and services to show or point out clearly the fundamental principles or actions involved (Kimweri, 2004). Teaching by demonstration is a useful tool available to teacher 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. Yook (2010) believed that demonstration method has the following merits: first and foremost the research opined that demonstration method helps a student in having a deeper understanding of the topic, demonstration method helps students remain active in teaching -learning process, leads to permanent learning, accounts for the principles of reflective thinking.

Furthermore, demonstration method helps to create interest for topics among students, demonstration method helps in arousing the spirit of discovery among students and finally demonstration method imparts maximum learning to students (Yook (2010).

It is the most suitable method for teaching the secondary classes. If a teacher feels that the demonstration is taking much time than he would have to take the help of students. Similarly, a small group of students can be invited to the demonstration table. Students can also demonstrate the experiment. This might help in removing objection regarding non-availability of learning by doing approach

2.4 Participatory Methods

This refers to the way in which teachers and students are in constant interaction, active involvement and continuous exchange of views and ideas in the overall teaching and learning. These methods are sometimes known as interactive teaching method or learner centered teaching method (Giri, 2014). According to Kane, Sandretto, and Heath (2002), participatory method is a shift from a belief that learners are empty plate who are supposed to be imparted with knowledge to a belief that learners can construct knowledge and learn on their own if properly guided. Larsen-Freeman (2000), stated that the methods are designed only for smaller groups of

participants, but their advantage is that they encourage better retention of learned. They are contemporary modern methods of education. Examples of such methods are discussion method, question answer method, project method, problem solving method etc. Participatory teaching approach is a form of a reflective teaching approach which is sometimes termed as interactive teaching method or learner centered teaching method. This method stresses the subjectivity of learners and the self-construction of knowledge (Khatri, 2010). It is a shift from a belief that learners are empty plate who are supposed to be imparted with knowledge (teach concept) to a belief that learners can construct knowledge and learn on their own if properly guided (Kane, Sandretto & Heath, 2002).

Participatory methods expect a high degree of activity and personal involvement of participants in the learning process. They are designed only for smaller groups of participants, but their advantage is that they encourage better retention of learned. The more efficient application of any method is supported by audio-visual device, such as flipchart, projector, overhead projector, whiteboard, various educational or amusing films, models or support materials (Littlewood, 2007). Fashion hit is the use of computers and presentation of educated themes in PowerPoint programme. The risk is that the interactivity is disappearing and teachers and students often focus more on the visual aspect of the presentation when creating presentation, the content is underestimated. The creation of more effective combinations of these methods and the ability to design new innovative methods of education will be important for the future (Zheng, 2013).

2.4.1 Brainstorming

Brainstorming is a teaching technique in which every pupil's response that applies to a given topic is acceptable (MIE 2004). The strengths of brain storming are that it

promotes exploration, analysis and problem-solving skills; develops the sense of cooperation and group cohesiveness in problem solving, encourages the generation of creative ideas, and promotes the generation of initiatives in searching solutions to problems. The limitations of brainstorming are that it is time consuming if not planned, more useful to a limited number of learners and need thorough preparation. Al-maghrawy, (2012) defines brainstorming as a group creativity forum for general ideas. According to Farrell and Bennis (2013), brainstorming was developed by Alex Osborn to produce ideas without inhibition. Brainstorming technique involves oral and pre-writing exercises for helping the learner and for expressing ideas by the teacher. It is a technique that is used under the discussion method.

Brainstorming has a great importance in the teaching process. According to Green (2013) brainstorming helps students find innovative solution to problems. It helps students to benefit from the ideas of others through the discussion and build on them. The method also helps build relationships among the students and makes them assess the views of others.

Green (2013) in reference to the importance of brainstorming to the teacher notes that it helps the teacher to conclude ideas that are broader than students' thinking solutions. It makes the teacher more democratic and respectful of views regardless of the different points of view. The major purpose of brainstorming as a teaching strategy is to foster and enhance communication skill, help to promote thinking and decision-making skill as well as foster different viewpoints and opinions. It may equally be used in all key areas of learning. However, the major limitation is that it is generally not suitable for younger levels because of the level of reasoning required in order for it to work (Guloba, Wokodola & Bategeka, 2010). The teacher must equally be able to guide and give aid as necessary considering the class environment as such

considerations often determine the outcomes. In brainstorming techniques, the instructor carefully plans the lesson to reach the desired learning outcomes. The group interacts in response to questions, and the instructor refrains from entering the discussion as an active participant. Students are encouraged to learn about the subject by actively sharing information (Holliday, 1994).

2.4.2 Questions and answers

The Question and Answer method can improve the reading comprehension of the students in recount text. Which question about the type of text, what is the aim the text, what the characteristics of the text, what used tenses in recount text, what the general structure of the text, which the text conclude about orientation, event, and reorientation. Therefore, from the question the students can understand the content of the text. The complete answers of the questions were then constructed in a certain way to make a well-organized recount text.

While most of using questions as way of prodding students and instantly testing comprehension, there are simple ways of tweaking our questioning method which increase students' involvement and reading comprehension. Though some of the method listed here are "obvious", we will proceed on the principle that the obvious sometime bears repeating (a useful pedagogical principle, to be sure).

2.4.3 Discussion Method

Discussion method is an important component for any teaching or learning situation which allows students to share their ideas (Ndirangu, 2007). It can be used at the beginning of a topic to ascertain students' pre conceived notion of the subject matter or toward the end of a sub topic by presenting student with a new situation and asking them to explain it in terms of what they have just learned. Discussion group method

entails a teaching and learning strategy through sharing and exchange of ideas, experience and opinion takes place, accompanied by active learning with all member of the group participating in it (Hu, 2002). Discussion is one of the most widely used and valuable method in the teaching of social studies. It represents a type of teamwork, based on the principle that the knowledge, ideas, and feelings of several members have great merit than those of a single individual. Lowman (1987) highlighted this view point that two types of teacher student interchange are sometimes called discussion. In one, the teacher gives students an opportunity to clarify content or ask for opinions on related topic. In the other, the teacher asks questions requiring specific knowledge of course content. In a discussion class the students are actively involved in processing information and ideas. Since student-initiated questions are more common in discussion classes, their needs and interests are dealt with more readily and spontaneously than in other methods as pointed out by Green, (2013), that discussion is a forum in which students can practice expressing themselves clearly and accurately, hearing the variety of forms that expression of the same idea can take, and criticizing and evaluating successive approximations to an adequate statement. Hyman (1980) highlighted that discussion is used to arrive at the solution of problems and is characteristics of democratic societies. It occurs in a group form and usually involves six to ten persons. These persons perform one of two roles: leader-moderator who is typically the teacher, and participant: typically the students. Participants use the time to communicate with each other. Another student follows the group leader addresses his/ her remark to the whole group and each group member has the right to speak. A group member communicates with other members in the group by speech, and by facial expressions, gestures and body movement. Other members receive his / her message by listening and by seeing the non-verbal signs.

These processes of listening, speaking, and observing are the bases of discussion method (Vedanayagam, 1994).

2.4.4 Presentation Method

Presentation method of teaching involves motivation listeners to accept a new idea, alter an existing opinion or act on a given premises (Hamm, 2008). The strengths of the method includes mastery of the topic by the students, increases confidence among students, is good way to learn for only one student who is presenting, student search a lot of books to collect material and teacher or supervisor is very important. A presentation is a means of communication that can be adapted to various speaking situations, such as talking to a group, addressing a meeting or briefing a team. ... To be effective, step-by-step preparation and the method and means of presenting the information should be carefully considered.

2.4.5 Seminar Method

Seminar method is structured group discussion that may follow after a formal lecture or some sort of experience (Kimweri, 2004). Seminars realised as seminary works or discussions allow the exchange of information and views on certain issues, but the quality of learning depends on the knowledge level and responsible preparing of students. The advantage is the support and development of ideas, immediate feedback. However, the quality of learning depends on the knowledge level of the participants. The strengths of the seminar method are to stimulate and test learners' ability of comprehension and evaluation promotes learners' ability of understanding and questioning, develops learner's sense of self - reliance cooperation and responsibility and ability in report writing and presentation to fellow learners for exchange of view and decision making. The limitations of seminar method are need enough time

preparation for the learner or presenter to plan, write, consult the teacher produce and present material, some learners especially who are shy and reserved may not be able to participate effectively during discussion time and some learners, particularly the vocal ones might dominate the discussion.

The teaching methods discussed above are used in teaching and learning, none of these methods is the best one for all situations for teaching to be more effectively, the combination of these methods should be employed since education has many different types of approach and context Ji-Ping and Collis (1995) in (Faraday, Overton and Cooper, 2011).

2.4.6 Role Play

It is an active method, which is based on the simulation of real situations and practice different work tasks (Veteška, 2012). Role-play is useful where learners share a somewhat similar experience, which is difficult to recall because of its emotional nature. Here learning takes place from re-enactment of past experiences. It is a powerful training method if the focus of learning is to generate awareness. The method of role-play is useful as it helps learners utilize their experiences of real-life situations. Nan (2014), argued that the enactment is helpful in developing awareness at individual and group levels. Through role play it becomes easier to discuss complex social issues a non-threatening environment. In order to use role-play effectively, you need to select a suitable role play depending on the purpose of learning and identify role enactors/performers (Nishino, & Watanabe, 2008). The researcher went on to opined that teachers need to prepare briefs and explain the situation to the learners and tell the audience all the points to be noted. Now is the time to set the stage and start role-play. After the play you can consolidate and debrief. In certain situations, a role-

play is also used to practice skills. For example, you can practice how to motivate adult learners by enacting different roles. The prime method of learning here is practicing and receiving feedback from learners and adult educators after that practice. As a re-enactment of past experiences. Learners may enact a past situation with which they are familiar (Sajjad, 2011).

In role plays, participants use their own experiences to play a real-life situation. When done well, role plays increase the participants' self-confidence, give them the opportunity to understand or even feel empathy for other people's viewpoints or roles, and usually end with practical answers, solutions or guidelines (Ur, 2013). However, role plays can be time-consuming and their success depends on the willingness of participants to take active part (Wafta & Audi, 2015). Some trainees may feel a role play is too exposing, threatening or embarrassing. This reluctance may be overcome at the outset by careful explanation of the objectives and the outcome. Some role plays can generate strong emotions amongst the participants. It is therefore essential that a role play is followed by a thorough debriefing. This provides the opportunity for the trainer and the participants to raise and assess new issues. (Sajjad, 2011). Role plays are useful for exploring and improving interviewing techniques and examining the complexities and potential of group meetings. This role play is designed for students of Macroeconomics to practice and repeat topics related to models of macroeconomics equilibrium (Keynes's model of equilibrium output determination, IS-LM Model, IS-LM-BP Model, AD-AS Model), topics related to macroeconomic problems (unemployment, inflation, deflation, business cycles) and the application of knowledge in the field of economic policy, particularly fiscal, monetary and foreign trade policy. In addition to repeating knowledge of entire semester study of

Macroeconomics, the aim of the game is that students examine communication skills, professional reasoning, presentation and teamwork (Moulin, 2007).

2.5 Factors that Influence the Choice of Teaching Method

Language teachers' selection of a particular teaching method or practice over the others in a foreign language teaching context is influenced by several factors. Research studies on teaching English in foreign language learning context (e.g., Basturkmen 2012; Borg, 2006) have come up with the finding that in most of the cases, the choice of teaching methods and strategies is 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 factors often been mentioned by the researchers (e.g. Chang, 2011; Liu, 2004; Borg, 2006) to have a strong influence on classroom practices, is the examination system prevailing in an EFL context. The mismatch between what the curriculum intends to develop and what the examination system intends to assess creates a real confusion among the teachers and constrains their choices of teaching methods. Green (2013) maintained that an inclination with test

formats leads to tedious, less effective classroom activities. There has been a wide discussion about teachers' perception about implementing learner-centered instructional practices, and the problems experienced in an EFL context. Adhikari (2010) conducted a study on Nepalese English language teacher's perception of CLT and its implementation in Nepalese secondary schools using questionnaire and interview as data collection tools. The study revealed that secondary school English teachers in Nepal have a basic understanding of CLT and they are enthusiastic about implementing CLT in English language classes but they are constrained by the factors such as very limited in-service training, large classroom size, limited teaching materials, and excessive teaching hours assigned to them.

In an attempt to find out English language teaching trends and practices in Southeast Asia, Renandya, Lee, Wah, and Jacobs (1999) conducted a survey in which a sample of 212 English teachers from 10 Asian countries participated by responding to a set of questionnaire. The participants' responses indicated that although the Asian English teachers were moving towards learner-centered approaches to teaching, their assessment practices remained somewhat traditional. Hu (2005) carried out a study about contextual influences on instructional practices in a Chinese context with an objective to investigate English language teaching practices and the factors influencing those practices in secondary-level classrooms. A sample of 252 Chinese secondary school graduates completed a questionnaire on various instructional practices. Analyses of the data revealed that instructional practices in EFL classrooms are fundamentally subject to contextual influences.

Learner population, expectations and/or demands of stakeholders, upcoming examinations or assessment procedures, and the individual teacher's own preferences, strengths, and weaknesses. One of the contextual factors often been mentioned by the

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instructional practices. Analyses of the data revealed that instructional practices in EFL classrooms are fundamentally subject to contextual influences. This difference in instructional practices was shaped by various economic, social and contextual factors.

Chang (2011) carried out a similar study to explore the factors affecting the instructional practices in Taiwanese college level English classes. The analysis of the data collected from eight teachers from two universities in southern Taiwan through an interview as a research tool revealed the factors influencing EFL teachers' instructional practices. Implementation of CLT in Taiwanese college English classes was found to be promoted or hindered by local situational factors related to teachers, students, and the educational system. Similar findings were reported by the study carried out by (Nguyen, Warren, and Fehring 2014) on factors affecting English language teaching and learning in higher education in Vietnam. The analysis of the data about classroom practices collected from eight classroom observations at HUTECH University in Vietnam explored several factors hindering the quality of English teaching and learning. The factors included: insufficient time for communicative activities, large class sizes with mixed ability students, teachers' limited ability in classroom management, time management and lesson preparation, and limited use of teaching aids and technology.

The study on secondary level English teacher's beliefs in the context of curriculum reform in China by Zhang and Liu (2014) employing questionnaire and interview as research tools, described how the psychological construct, "teacher's belief" is shaped by the contextual factors such as learning culture, curriculum reform, high-stakes testing, and school environment. It further described the influence of teacher's belief about foreign language teaching upon the selection of instructional practices in English language classrooms. Both traditional and constructivist beliefs were found

among the teachers. Thus, as the literature shows, the selection of language teaching methods in several EFL contexts is influenced by various factors. Among those factors, washback, teacher cognition, and teacher's experience are the most discussed ones.

2.6 Medium of Instruction

Medium of instruction means the language through which education is imparted to the children in the different levels of the educational system. The relation between instruction and its medium is an indispensable one. Now the question arises - what is language? In answering this question, we may say that language is the basic medium of interaction without which human social life could not have originated and without which social participation above a biological level could not be carried on. Thus, language is the product of culture. It is a vehicle of expression. Oxford Dictionary of English language defines language as a system of sounds, words, patterns etc. used by human to communicate thoughts and feelings and to convey information. It also defines language as a whole body of words and methods of combination of words used by a section or group of people (as a nation, community etc.).

Medium of instruction plays a vital role in imparting lessons to the learners. It is assumed that it becomes easier for the students if their lessons are taught through their mother tongue or through a common language. But in a country like Ghana with heterogeneous linguistic population, the issue of the selection of the medium of instruction for the educational institutions has posed to be a burning problem and to sort out a solution many commissions have been constituted in the country both before and after independence.

There are several media of instruction at schools English has been used as the medium of instruction in many countries; some countries use English language as native language while others use it as the second language. The evident in one study that allowed for comparisons with native English –speaker norms, the gap between English learners and native speakers is increase across grade level (Sunders, Goldenberg & Marcelletti, 2013). Namibia, South Africa and Ghana are some countries which used English as the medium of instruction while the language is their second language. Several obstacles in English being the medium of instruction, claims are that students‘ level of proficiency in English is not high enough to meet the learning requirements and also problem with proficiency of teacher‘ s (Wolfaardt, 2001).

Another Ghanaian writer suggested that, the key success to English is not in using it as a medium of instruction but rather in improving the teaching of English as a subject (Qorro, 2004). It is through the medium of instruction that successive generations are supposed to benefit from experience through language which each generation shares disputes, resolves and refines its experience however the speaker and writers must be competent in, familiar and comfortable with it (Senkoro, 2004). Therefore the study by Cantoni (2007) found that together with other factors i.e. teachers authority and their methods of teaching, the use of English as a medium of instruction hinders the full participation of the students because it does not seem to provide comprehensible input, does not work as a tool constructing knowledge in the content subject and an obstacle for the leaner centeredness.

2.6.1 Selecting of Appropriate Teaching Method

The literature available on language teaching and learning offers insights on several methods and techniques, however, selecting the most appropriate ones among them may be somewhat daunting (Waters, 2009). According to Adamson (2004), despite the claims of proponents of some methods, there is no consensus among the practitioners on the best or right way to teach a language. Individual differences of the learners and specific learning context make teaching unique each time. Highlighting the uniqueness of each learner, teacher, and the learning context, Brown (2007, p.18-19) suggested that in absence of a single method to guarantee the success, it is the responsibility of a teacher to understand this uniqueness and select an appropriate method or methods.

Holliday (1994, p. 68) described that a potentially appropriate and culture sensitive English language teaching methodology is continually adaptable to whatever social situation emerges. The key issue debated over the century regarding the selection of language teaching method is the balance of grammar and communication in a language classroom (Liu, 2004). Language teachers sometimes are found to be strictly inclined to a particular ideology at all the circumstances. Larsen-Freeman and Anderson (2011, p. 228) reminded teachers that the methods themselves are decontextualized because they deal with what, how, and why, but say little or nothing about who/whom, when, and where. Therefore, is not wise to pick up one method as a super method. Littlewood (2007) also emphasized the idea that no single method is designed to suit all the teachers and the learners in all the contexts. Different methods are designed to suit specific contexts. Thus, language professionals need to be sensitive to sociolinguistic context and the learners and select the methods that complement the social reality (McKay & Rubdy, 2009, p. 23). In a similar vein, Bax

(2003) claimed that context and contextual factors are high priorities for many teachers and material developers. Liu (2004) stated that one who aspires to be a good language teacher needs to know what has or has not worked for whom in what context. Nguyen, Warren, and Fehring (2014), opined that after having a good understanding of how the learners learn, instead of searching one ideal method. There are claims and arguments going on for each of the methods because no single method can address the needs of all the learners in all the contexts. For these reasons, it seems appropriate to adapt the methods and make sure that the teacher and the student play an active role in choosing them, sustained by continuous motivation (Mitariu, 2016).

2.7 Theories in Teaching Method

2.7.1 Multiple Intelligences

–The theory of multiple intelligences, developed by Howard Gardner, posits that humans can possess eight different types of intelligence: musical-rhythmic, visual-spatial, verbal-linguistic, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic” (Nikam, 2016). These eight types of intelligence represent the varied ways individuals process information. The theory of multiple intelligence transformed the world of learning and pedagogy. Today, many teachers employ curriculums that have been developed around eight types of intelligence. Lessons are designed to include techniques that align with each individual student's learning style (Nikam, 2016).

2.7.2 Bloom’s Taxonomy

Developed in 1956 by Benjamin Bloom, Bloom’s Taxonomy is a hierarchical model of learning objectives. The model organizes individual educational tasks, such as comparing concepts and defining words, into six distinct educational categories: knowledge, comprehension, application, analysis, synthesis, and evaluation (Nan,

2014). The six categories are organized in order of complexity. Bloom's Taxonomy gives educators a common language to communicate about learning and helps teachers establish clear learning goals for students. However, some critics contend that the taxonomy imposes an artificial sequence on learning and overlooks some crucial classroom concepts, such as behavior management (Nan, 2014).

2.7.3 Zone of Proximal Development (ZPD) and Scaffolding

Lev Vygotsky developed a number of important pedagogical theories, but two of his most important classroom concepts are the Zone of Proximal Development and scaffolding. According to Vygotsky, the Zone of Proximal Development (ZPD) is the conceptual gap between what a student is and is not able to accomplish independently. Vygotsky suggested that the best way for teachers to support their students is by identifying the Zone of Proximal Development and working with them to accomplish tasks just beyond it. For example, a teacher might choose a challenging short story, just outside of what would be easily digestible for the students, for an in-class reading assignment. The teacher would then provide support and encouragement for the students to hone their reading comprehension skills throughout the lesson (Basturkmen, 2012).

The second theory, scaffolding, is the act of adjusting the level of support provided in order to best meet each child's abilities. For example, when teaching a new math concept, a teacher would first walk the student through each step to complete the task. As the student begins to gain an understanding of the concept, the teacher would gradually reduce the support, moving away from step-by-step direction in favor of nudges and reminders until the student could complete the task entirely on her own (Eroz, & Azamat, 2016).

2.7.4 Schema and Constructivism

Jean Piaget's schema theory suggests new knowledge with students' existing knowledge, the students will gain a deeper understanding of the new topic. This theory invites teachers to consider what their students already know before starting a lesson. This theory plays out in many classrooms every day when teachers begin lessons by asking their students what they already know about a particular concept (Farrell, & Bennis, 2013). Piaget's theory of constructivism, which states that individuals construct meaning through action and experience, plays a major role in schools today. A constructivist classroom is one in which students learn by doing, rather than by passively absorbing knowledge. Constructivism plays out in many early childhood education programs, where children spend their days engaged in hands-on activities.

2.7.5 Behaviorism

Behaviorism, a set of theories laid out by B.F. Skinner, suggests that all behavior is a response to an external stimulus. In the classroom, behaviorism is the theory that students' learning and behavior will improve in response to positive reinforcement like rewards, praise, and bonuses. The behaviorist theory also asserts that negative reinforcement — in other words, punishment — will cause a child to stop undesired behavior. According to Skinner, these repeated reinforcement techniques can shape behavior and produce improved learning outcomes. The theory of behaviorism is frequently criticized for failing to consider students' internal mental states as well as for sometimes creating the appearance of bribery or coercion (Mitariu, 2016).

2.7.6 Spiral Curriculum

In the theory of the spiral curriculum, Jerome Bruner contends that children are capable of comprehending surprisingly challenging topics and issues, provided that they are presented in an age-appropriate manner. Bruner suggests that teachers revisit topics annually (hence the spiral image), adding complexity and nuance every year. Achieving a spiral curriculum requires an institutional approach to education, in which the teachers at a school coordinate their curriculums and set long-term, multi-year learning goals for their students (Zheng, 2013).

2.8 Performance Measurement

Performance measures are used to quantitatively assess the implementation and outcomes of educational systems. When properly defined, this can provide useful information on how well schools and programs are performing and whether educators are meeting their instructional goals. Performance measures also can be used to determine if and where program improvements are needed. People often emphasize the importance of good teachers, and many local, state, and federal policies are designed to promote teacher quality. Research using student scores on standardized tests confirms the common perception that some teachers are more effective at improving student test scores than others. Other believe that performance measurement enable educational institution to Value-added models, or, attempt to measure a teacher's impact on student achievement apart from other factors, such as individual ability, family environment, past schooling, and the influence of peers. Research suggests that teachers matter most among school-related resources when it comes to student achievement. While most of the research on teacher effectiveness examines how teachers affect their own students, other studies suggest that this focus may be too narrow. Research has validated the widespread belief that effective

teaching matters. But what does effective teaching look like? And how can we measure it? Education practitioners, policymakers, and researchers have suggested a wide range of methods. Many of these have been incorporated into teacher feedback and evaluation systems.

Student growth in examination success and the behavioural changes among students, provide a simple way of comparing the improvement of one teacher's students at the end of the year with the improvement of other students who started the year at the same level. Student performance plays an important role in producing the best quality graduates who will become greater leaders and manpower for the country's economic and social development (Ali et al., 2009 in (Asikhia, 2010). Student academic performance can be affected by different factors like class schedules, class size, English text books, homework, environment of the class technology used and financial problems. Another study by (Laddunuri, 2012) found many factors contributing to the student's failure in form four examinations in Tanzania including lack of competent trained teachers, poor infrastructural facilities in school, insufficient books in the school library, high cost of books and frequent changes in curriculum.

2.9 Effects of Teaching Methods on Students' Academic Performance

For effective teaching to take place, a good method must be adopted by a teacher. A teacher has many options when choosing a style, by which to teach. The teacher may write lesson plan of their own, borrow plans from other teacher, or search online, or within book for lesson plan (Larsen-Freeman, & Anderson, 2011). When deciding what method to use, a teacher needs to consider student background, knowledge, environment & learning goals. Teachers are aware that students have different ways of absorbing information & of demonstrating their knowledge (Larsen-Freeman, & Anderson, 2011; Khati, 2010). A variety of strategies & methods are used to ensure

that all students have equal opportunities to learn. A lesson plan may be carried out in several ways. Like Questioning, Explaining, Modeling, Collaborating, Demonstrating (Khatai, 2010).

According to Larsen-Freeman (2000) improving average educational quality and the equity of its distribution have become a central concern for policy makers in developing countries. Academic achievement or (academic) performance is the extent to which a student, teacher or institution has achieved their short or long-term educational goals. Cumulative GPA and completion of educational degrees such as High School and Bachelor's degrees represent academic achievement (Butler, 2011). Academic achievement is commonly measured through examinations or continuous assessments but there is no general agreement on how it is best evaluated or which aspects are most important — procedural knowledge such as skills or declarative knowledge such as facts. Furthermore, there are inconclusive results over which individual factors successfully predict academic performance, elements such as test anxiety, environment, motivation, and emotions require consideration when developing models of school achievement (Larsen-Freeman, 2000).

Student achievement has become a hot topic in education today, especially with increased accountability for classroom teachers. The ultimate goal for any teacher is to improve the ability level and prepare students for adulthood (Clark, & Peterson, 1986). Defining student achievement and factors that impact progress is critical to becoming a successful teacher. Student achievement measures the amount of academic content a student learns in a determined amount of time. Each grade level has learning goals or instructional standards and teaching methods that educators are required to teach. Student achievement will increase when good quality teaching methods are used to teach instructional standards and properly (Crooks, 1988).

Classroom instruction or teaching method is the most important factor that impacts student achievement. A good teacher will use strategies such as discussion among students, videos, or stories, to gain student attention and to support the learning process. Furthermore, sustained that teaching methods work effectively mainly if they suit learners' needs since every learner interprets and responds to questions in a unique way. As such, alignment of teaching methods with students' needs and preferred learning influence students' academic attainments.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter discusses the methods and techniques used in gathering data for the study. It discusses the research design, the population, sample and sampling technique, instrumentation, data collection procedure, methods of data analysis and problems encountered during data collection.

3.1 Research Approach

The study was a descriptive survey. A descriptive survey seeks to find answers to questions through assessing opinions or attitudes of individuals towards events or procedures (Cohen & Manon, 2001). This descriptive survey helps to obtain more information about the study. The design can be used when collecting information about people's attitudes, opinions, habits or any of the variety of the education or social issue, (Dornyei, 2011).

The cross-sectional survey enables data on opinions and attitudes of samples to be representative of the target population, (Cohen & Manon, 2001). In this method, the perception and opinion of the target population are summarized in frequencies and percentages towards reaching decisions and recommendations.

3.2 Population

Kumar (2005) state that in research, the word population is used to mean the total number of people, groups or organizations who could be included in the study. Polit and Hunglar (1995) consider population as an entire aggregation of cases that meet a designated set of criteria. It is the target group that a researcher is interested in obtaining information from and drawing conclusions. The population for the research

comprised, headmasters and teachers of basic schools of the Ahafo Ano North municipality Educational Directorate of Ashanti region, Ghana.

The target population was relevant to the study because they were the group from which information was obtained on the impact of teaching methods on student academic performance in English language in Senior High Schools in Ahafo Ano North municipality.

There were at the time of the study, 6 headmasters, 211 teachers and 500 English students in two (2) Senior High Schools in Ahafo Ano North municipality. Hence, the total population size was 717. Ideally, the researcher should have used the entire target population in metropolis to enhance generalization of the outcome of the study but the researcher selected 200 out the entire population. However, Mittleman (2018), state that to study a large population to arrive at generalization would be impracticable, if not impossible. As a result, the researcher deemed it an appropriate to make the study more manageable and practicable by using an unbiased sample of population. The schools were chosen because of their proximity and accessibility to the researcher. Therefore, gathering data was relatively easier and more organized in terms of collection and collating.

3.3 Sample and Sampling Procedure

The researcher used a sample size of 200 for this study which was determined using a chart by Morgan and Krejcie (1970) which suggests the required sample size for a given population research activities. Two sampling procedures namely purposive sampling and simple random sampling were used to respectively select two (2) senior high schools and respondents from Ahafo Ano North Municipality. All the headmasters were used for the study due to their position in the schools as main

administrators who would be fully aware of the student performance in English Language.

The researcher, however, used purposive sampling technique in the selection of teachers and students in the various schools. This technique was used based on the suggestion of (Cohen and Manion's 2007 : p145) assertion that purposive sampling is used in order to access "knowledgeable" people, thus those who have in-depth knowledge about particular issues by virtue of their role, expertise or otherwise. In the selection of the teachers, the researcher took into consideration those who had taught in the schools for at least two years and above. They had been there for a relatively long time and would have had good knowledge about assessing the impact of teaching method on student academic performance.

The simple random sampling was then used in getting the actual participants for the study. The simple random sampling as opined by Dornyei (2011), is a sampling in which all the elements have an equal chance of being selected. The percentage chosen corresponds with the view of Gay (1992) that in general, the minimum number of subjects believed to be acceptable for a study depends upon the type of research involved. For descriptive research, a sample of 10% of the population is considered minimum. The lottery method which is a method within simple random sampling was used in getting the actual participants. Small round balls with numbers on it were given to the participants and anyone who picked a specified number was automatically chosen to be part of the study.

Krejcie and Morgan (1970, p. 35) describe sampling "as a process of selecting a portion that represents the entire study population". The sample for the study consisted of 145 respondents from different schools of Kumasi metropolis using

categorical random sampling method applied by Krejcie and Morgan (1970). The objective of sampling for survey research is to produce a sample that is representative of the population under investigation and from which generalizations can be drawn. The teachers who participated in the study were randomly selected. Specifically, the lottery method was used for the selection. In every school all the names of all teachers were written on a piece of papers folded and put in a box. After shaking it well, the required number of participants was randomly selected.

Based on Krejcie and Morgan (1970) criteria for selecting sample size and proportional sampling 22, 32 and 42 participants were selected from Mabang Senior High Technical School, and Tega Senior High School. There was also purpose sampling to include all the school heads. The results are presented in the table 3.1

Table 3.1: Sample of respondents selected from the schools

School	Teacher	Student
Mabang Senior High Technical School	7	30
Tega Senior High School	70	30
Total	150	50

Source: Researcher's Construct. May, 2020

As shown in Table 3.1, the researcher selected 200 respondents from two senior high schools. One hundred and forty (140) teachers and a total of sixty (60) students were used for the study.

3.4 Instrumentation

Questionnaire and interviews were the main research instruments used to gather data from respondents for the study. Questionnaire was used because all the respondents were literates and could read and respond to the items without difficulty. The questionnaire items were carefully designed based on the objectives of the study. The variables were obtained through careful review of related literature and worded with

both closed items after the supervisor has scrutinized it. Five-point Likert scale type was used for the questionnaires. This was to facilitate easy analysis of responses. Questionnaire was used as mode of collecting data because it was considered the most convenient and allows the respondents to answer the questions at convenient time. The use of questionnaire for the study is supported by Hall (2002), who asserts that in a descriptive research, data are usually collected by administering questionnaires. Also, questionnaire requires subjects who can articulate their thoughts in writing (Creswell, 2013) and since all the respondents were literates who could read and write, the researcher saw the instrument to be ideal for data collection. The close-ended items consisted of questions or statements and a list of alternative responses from which respondents selected the option appropriate to them.

In the view of Creswell (2008), questionnaires offer participants the advantage of answering questions with the assurance of anonymity for their responses. Questionnaires are fast and convenient and given to both teachers and students in the schools, it was not likely for them to misinterpret the questions and give misleading answers. The use of questionnaires ensured that quantifiable responses were obtained for the purpose of establishing relationships between the identified variables and the responses.

Section A of the questionnaire sought to information on socio demographic characteristics of respondents. Section B teaching methods used in English language. Section C sought to find out factors that influence the selection of English language teaching methods and Section D requested the respondents to suggest the the impact of teaching method of students' academic performance.

3.4.1 Questionnaire

A structured questionnaire was designed and administered in the form of interviews and self-reporting responses. These gave flexibility to respondents to answer the questions at their own time and convenience (Creswell, 2013). Respondents who required further explanations were guided in completing the questionnaires. The questionnaire was made to collect demographic data and information related to the research objectives. The questionnaire sheet was short in order to encourage participation, ensuring that it would not take more than 5-7 minutes to answer. The questionnaire included a paragraph explaining the purpose of the study.

3.4.2 Interview Guide

Interviews were conducted with the teachers and six randomly chosen students. A semi – structured interview guide was therefore designed for the purpose. The purpose of the interviews was to gather more information about the impact of teaching methods on student academic performance in English language.

3.5 Validity and Reliability

The instrument was pilot-test on ten students and four teachers in the selected schools. This was to establish the reliability of the research instrument. Reliability is the ability of an instrument to consistently measure what it is supposed to measure (Alhassan, 2000). The result yielded a coefficient of 0.84. The result became feasible after the researcher had given the instrument to colleagues in the Applied Linguistics and Social Studies departments of the University of Education, Winneba, to ascertain the face and content validities of the items.

Alhassan (2000) defines validity as the degree to which a test actually measures what it claims to measure. Face validity is the ability of each test items to establish a logical link with an objective (Kumar, 1999). Content validity is the extent to which

statements or questions represent the issue they are supposed to measure (Kumar, 2005).

3.6 Pilot Testing

In order to check for the appropriateness of the data collection instrument and data procedures, a minor preliminary study was conducted before the main study. The instrument was pre-tested because the questionnaire was newly constructed. Added to this, the researcher wanted to ensure that the instrument was reliable. The pre-testing was done in basic schools with similar characteristics of that of the main study. The idea supports the view of (Phipps, & Borg, 2009) that there is the need to subject a new research instrument to field testing with a population similar to that from which the subject for the study would be taken.

Questionnaire was administered and collected within one week for appraisal. Questions which were found to be ambiguous and those not suitable to the local conditions were reconstructed. Other items which were found to elicit similar responses were either eliminated or restructured. The relevant corrections were made before the final administration.

The research instrument was pre-tested in three schools within the Ahafo Ano East District. The selected schools had comparable characteristics as the target population. 25 teachers who teach at the basic school level, and 5 heads, from each of the schools responded to the questionnaire. Furthermore, the instrument was shown to my Supervisors in the Head of Department of Applied Linguistics, University of Education – Wenniba Campus for their expert advice in order to establish content validity. The value for the alpha was determined using the SPSS (version 24) programme. The reliability for the heads instrument was 0.75, the teachers' instrument was 0.69 and the students' instrument was 0.88. (See Appendix A). This

supports (McMillan, & Schumacher, 2001) view that an alpha level of 0.60 and above is satisfactory for a set of items to a composite. The outcome of the reliability was therefore ideal for the research instrument to be sent out for the main data collection.

3.7 Data Collection Procedure

Before going to the field to collect data, the researcher required introductory letter from the Head of Department of Applied Linguistics, University of Education, Winneba. On arrival in each of the schools, the researcher first introduced herself to the headmaster/headmistress and then handed over to him/her a copy of the introductory letter obtained from the Department of Applied Linguistics. This was followed by a brief explanation about the purpose of the visit. Each head of school was briefed on the objective of the research on the impact of teaching method on student academic performance of senior high schools.

After the introduction of the researcher to the staff, the selected respondents were assembled and the purpose of the study was explained to them. They were assured of confidentiality and anonymity. The importance of candid responses was emphasized. Immediately after the briefing, the researcher personally distributed the questionnaires to the respondents. They were given some few days to fill them since most of them were not ready to do it on the spot. In order to ensure a high return rate of the answered questionnaires, follow-up visits were made to the schools to collect questionnaires from those who were unable to respond during the first visit.

3.8 Data Analysis Procedure

The unit of the analysis in this study was the school and not the individual. The study was a descriptive study since it aimed at obtaining information which concerns the current status of the influence of motivation on teacher effectiveness in basic schools using Ahafo Ano North municipality educational directorate as case study. Data

gathered for the study were analysed statistically in most cases. The statistical package for social sciences (SPSS version 24) was used. Serial numbers were given to each questionnaire for easy identification before scoring. Precaution was taken to ensure quick detection of any source of error, which might occur when keying in the data. Values were assigned to responses, imputed and analysed. Based on the research questions descriptive statistics such as frequencies and percentages were mostly used for the data analysis. Frequency count indicated the number involved in a particular measurement, while percent use showed this number relative to the total involved. Thus basically, descriptive statistics such as frequency percentage and mean were used in analysing the data.



CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

This chapter sought to analyze data collected from respondents. A sample size of one two hundred (200) which comprised of one hundred and fifty (150) teachers and fifty (50) students, from two schools in the Ahafo Ano North Metropolitan educational directorate, namely, Tapa, Senior High School and Mabang Senior High Technical School was used for the study. The analysis of data is in two parts. The first part deals with the demographic information of the respondents, while the second part deals with analysis of the main data related to the research question.

4.1 Demographic Characteristics of the Respondents

Demographic information of the respondents such as gender, age, academic qualifications, experience and professional rank were sought. The results are presented in figures 4.1 to 4.7.

4.1.1 Gender of Respondents

Responses with regard to the gender of the respondents are presented in Figure 4.1.

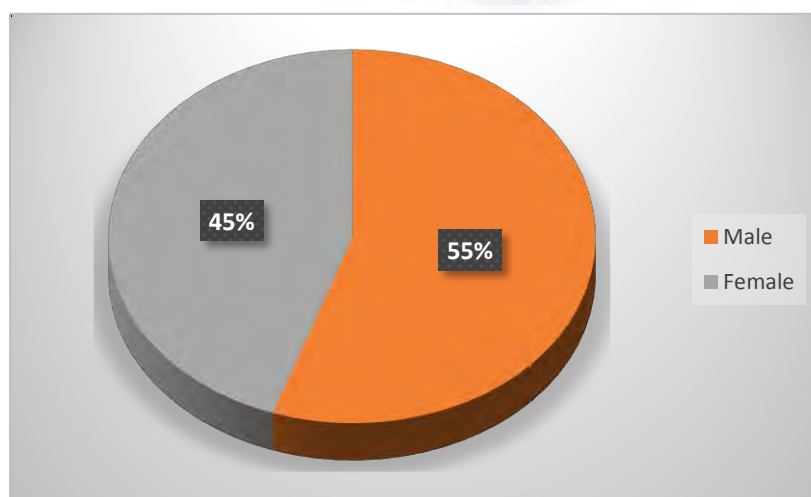


Figure 4.1: Gender Distribution of teachers

Source: Field Survey, May 2020

The data in Figure 4.1 reveals that out of a sample size of one hundred and fifty (150) respondents, the males formed (83)55.3% whilst females were only (67) 44.7%. This item was necessary in finding out which gender was predominant among teachers in the Ahafo Ano North Metropolitan educational directorate. This finding is an indication that male teachers dominate in the Ahafo Ano North Metropolitan educational directorate.

4.1.2 Age of Teachers

The results regarding the age distribution of the respondents are presented in Figure 4.2.

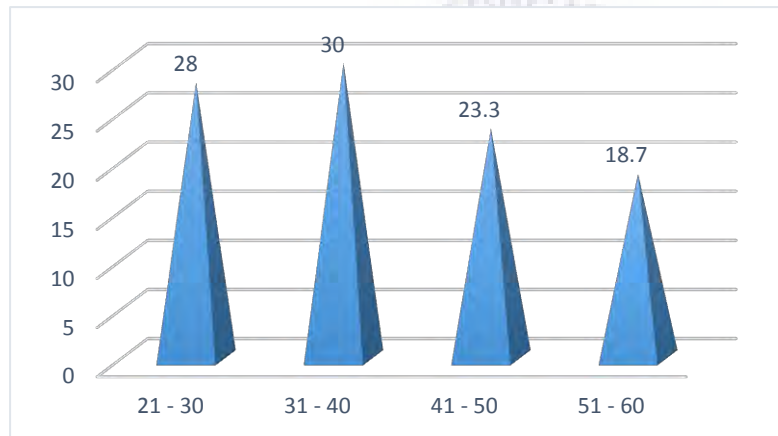


Figure 4.2: Age Distribution of Teachers

Source: Field Survey, May 2020

Figure 4.2 indicates that 45 (30%) of the sample were aged between 31 to 40 years and 42 (28%) aged between 21 and 30 years. Furthermore, 35 (23.3%) were aged between 41 to 50 years, and remaining 28 (18.7%) were 51 to 60 years. The finding also gives an indication that all the sampled respondents were grown-ups and experience enough to partake in a credible research endeavour such as this study. Thus they were likely to provide the needed information.

4.1.3 Academic Qualification of Teachers

The results regarding the academic qualification of the respondents are presented in the Figure 4.3.

Figure 4.3 indicates that in terms of the academic qualification of respondents, most respondents (68.7%) had some form of tertiary education (Bachelor Degree), and the remaining 31.3% had postgraduate degree education. This finding is indicative of the high level of education amongst the respondents.

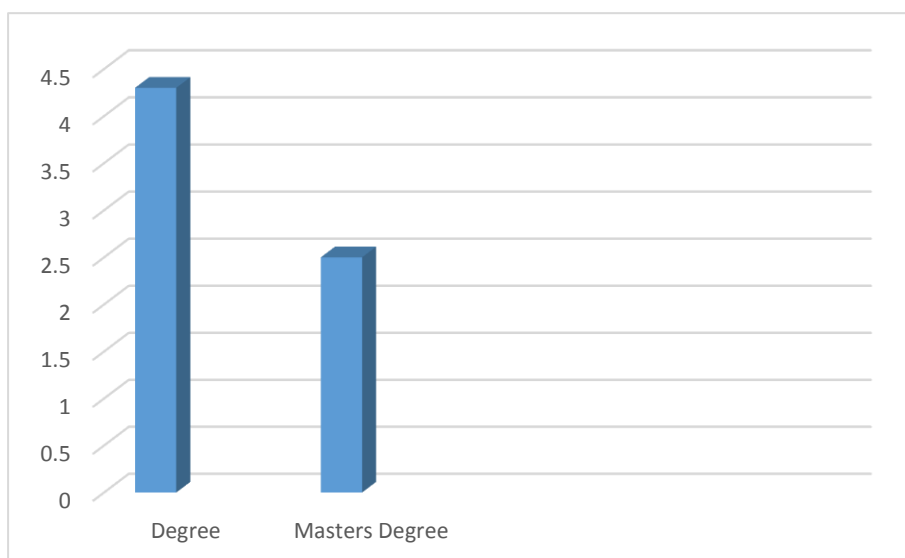


Figure 4.3: Academic Qualification of Teachers

Source: Field Survey, May 2020

4.2 Teaching methods used in teaching English language in Mabang Senior High Technical School and Tepa Senior High Technical School

Analysis of the data is organized in line with the main themes of the research questions. For easy analysis, Strongly Agree and Agree were combined as Agree while Strongly Disagree and Disagree were combined as Disagree. In all 75 teacher and 25 students from each school were used to analyse the data.

The Research Question 1 sought to find out the teaching methods used in teaching English language in Mabang Senior High Technical School and Tepa Senior High Technical School and the results are presented in Table 4.1 and 4.2.

Responses from Teachers of Mabang Senior High Technical school on the method of teaching methods English Language. The data collected from the teachers of Mabang Secondary Technical School on the method of teaching methods English Language. The responses are presented in Table 4.1.

Table 4.1: method of teaching English Language (Teachers Responses)

Method of teaching	N	Mean	SD	Rank
Question & answers	75	4.89	1.099	1
Demonstration	75	4.82	1.081	2
Brainstorming	75	4.73	1.167	3
Group discussion	75	4.64	1.224	4
Lecture	75	3.47	1.257	5
Presentation	75	3.44	1.207	6
Role Play	75	3.35	1.290	7
Seminar	75	3.28	1.358	8

Source: Field Data 2020

The teachers were asked to rate over a 5-point Likert like scale the method of teaching English language of Mabang Senior High Technical School in the Ahafo Ano – North Municipality educational directorate. From the results, a mean score of less than 4.0 suggests disagreement while a mean score of 4.0 and more suggests agreement. Thus, from Table 4.1, it is observed that the mean score of 4.89 and above in all cases indicate that, the respondents agreed the teachers in the Mabang Senior High Technical School all the various teaching Method listed in Table 4.1, that is, question & answers, demonstration, brainstorming, group discussion, lecture, presentation, role play and seminar. The mean score of 4.89 for question and answers method of

teaching suggests that teacher employ in their teaching. This implies that teachers ensure participation of student during teaching and learning.

Responses from Teachers of Tewa Senior students on the method of teaching methods English Language. The data collected from the teachers of Mabang Senior Technical School on the method of teaching methods English Language. The responses are presented in Table 4.2.

Table 4.2: Method of teaching English Language (Teachers Responses) Tewa

Method of teaching	N	Mean	. SD	Rank
Question & answers	75	4.12	1.099	1
Demonstration	75	3.72	1.081	2
Brainstorming	75	3.63	1.167	3
Group discussion	75	3.54	1.224	4
Lecture	75	3.47	1.257	5
Presentation	75	3.44	1.207	6
Role Play	75	3.35	1.290	7
Seminar	75	2.98	1.358	8

Source: Field Data 2020

The first objective of the study sought to examine the method of teaching English Language in Mabang and Tewa Senior High Technical School. To effectively do this, the variables used in measuring method of teaching English Language were appropriately tested. The result of the method of teaching English Language is presented in Table 4.2. The table 4.2 shows the number of teachers' responses within the categories of the Likert scale for each method. The mean (MEAN) is also calculated, and a rank (RANK) is attributed to each method of teaching English Language.

According to the results, question and answers is the teaching method that teachers used in teaching of English Language (MEAN=4.12, SD = 1.099, RANK=1). The finding supports the idea that questions and answers is an important method of

teaching. Asking questions helps to motivate students' curiosity about the topic and at the same time helps you assess their understanding of the concept of the topic treated. Then, most teachers think they are getting good outcomes from demonstration method of teaching English language (MEAN= 3.72, SD = 1.082, RANK=2). The finding agrees with the argument by (Brown, 2007) that demonstration is a teaching method used to communicate an idea to learners.

The results again show that, teachers think that students learn from brainstorming (MEAN=3.63, SD = 1.167 RANK=3). This result is in line with the statement by (Canh, 2011) that brainstorming is a strategy or tool of teaching used by the teacher in which maximum or all the students participate by responding or presenting views on one topic.

Table 4.2 revealed that, most of the teachers believed that they had reasonably good outcomes from group discussions (MEAN=3.54, SD = 1.224, RANK=4). discussion as a primary teaching method allows teachers to stimulate critical thinking of student. As teacher establishes a rapport with the students, a teacher can demonstrate that who appreciate their contributions at the same time that you challenge them to think more deeply and to articulate their ideas more clearly.

The outcome of the study is also consistent with Dörnyei, and Csizer, (2012) which stated that discussions may occur among members of a dyad, small group, or whole class and be teacher-led or student-led.

Table 4.2 indicates that the response to some of the teaching methods were in agreement but were not as strong as those described above. From this backdrop, it is perceived that method of teaching English Language such as Lecture (MEAN=3.47, SD = 1.257, RANK=5), Presentation (MEAN=3.44, SD = 1.207, RANK=6), Role Play (MEAN=3.35, SD = 1.290, RANK=7), and Seminar (MEAN=2.98, SD = 1.358,

RANK=8) were not significant since teachers did not employ such methods in teaching and learning of the English language.

Table 4.3: Method of Teaching English Language (Response from student)

Method of teaching	N	Mean	SD	Rank
Question & answers	50	4.41	0.343	1
Role Play	50	4.23	0.873	2
Brainstorming	50	4.22	1.069	3
Group discussion	50	4.21	1.063	4
Lecture	50	4.11	0.454	5
Demonstration	50	4.01	1.438	6
Presentation	50	4.00	1.232	7
Seminar	50	3.87	1.333	8

Source: Field Data 2020

Table 4.3 sought to analyses the responses from students on Teaching methods used in teaching English language in Mabang Senior High Technical School and Tepa Senior High Technical School.

From table 4.3 indicates the responses from students on the method of teaching English language. According to the results, Question & answers is the teaching method that the students think they learned best from (MEAN=4.41, SD = 0.343, RANK=1). One of the methods should be used by teacher to help students in reading comprehension is question and answer method. Question is a process where an individual asks or makes an inquiry about something and the listener responses verbally.

Most of the student participants think they got good outcomes from Role Play (MEAN= 4.23, SD = 0.873, RANK=2). It seems that this method best suits the objectives of the curriculum, which encourages students to explore on their own, take responsibility for their own learning process, repeat and do exercises at their own

pace. Likewise, students think that they learned from Demonstration (MEAN= 4.22, SD = 1.069, RANK=3). Among all teaching method, this is what the students think they learn best. Discussion methods are a variety of forums for open-ended, collaborative exchange of ideas among a teacher and students or among students for the purpose of furthering students thinking, learning, problem solving, understanding, or literary appreciation.

Similarly, most students believe that they have reasonably good outcomes from Group discussion (MEAN= 4.21, SD = 1.063, RANK=4). However, students' responses are in contrast to the view that group work is a teaching method that is often popular among students. Even though group discussion is a teaching method that students can take advantage of, the rank indicates that the students prefer other methods than group work to achieve learning outcomes, which is a quite surprising result.

Furthermore, four methods obtained a score between 3.87 and 4.11: "Lecture" (MEAN= 4.11, SD = 0.454, RANK=5), "Demonstration" (MEAN= 4.01, SD = 1.438, RANK=6), "Discussion" (MEAN=4.09, SD = 1.232, RANK=8), and "Seminar" (MEAN=3.87, SD = 1.333, RANK=8). The study revealed that students think they have bad or less effective learning outcomes from lecture method.

Finally, students believed that seminar results in poor learning outcomes (MEAN=3.87, SD = 1.333, RANK=8). That is the question in the survey the students responded the most negatively.

4.2.1 Response from the interview guide on the kind of teaching method do you often employ in your teaching as English teacher and its impact on learning outcome?

Teachers were interviewed on the teaching methods used in English language in Mabang Senior High Technical School and Tapa Senior High Technical School.

Response from teachers 1 revealed that “using questions and answers as a primary teaching method allows you to stimulate critical thinking. From the interview teachers believe “questions and answer help to establish a rapport with your students, you can demonstrate that you appreciate their contributions at the same time that you challenge them to think more deeply and to articulate their ideas more clearly”. Frequent questions, whether asked by you or by the students, provide a means of measuring learning and exploring in-depth the key concepts of the course”. Question and answer defined by MIE (2017) as a method both (Ndirangu, 2007) it is applicable to all teaching approaches and methods.

Teacher 2 also stated that role play is a teaching method I normally adopt in my teaching because It is a social space that develops speaking and listening skills, as well as giving children the opportunity to reflect on and develop their knowledge of a topic, whilst sparking and enhancing creativity and imagination.”

Teacher 3 stated that discussion method is a kind of teaching method I used because discussion is important to learning in all disciplines because it helps students process information rather than simply receive it. Leading a discussion requires skills different from lecturing. The goal of a discussion is to get students to practice thinking about the course material” Discussion method is an important component for any teaching or learning situation which allows students to share their ideas (Ndirangu, 2007).

4.3 Factors that Influence the selection of English Language Teaching Methods in Mabang Senior High Technical School and Tapa Senior High Technical School

Research question two sought to examine factors that influence the selection of English language teaching methods in Mabang Senior High Technical School and Tapa Senior High. Technical School. This is discussed in four subsections: responses

from teachers, responses from students, responses from Mabang Secondary Technical and responses from Tewa Senior High.

4.3.1 Responses from Teachers of Mabang Senior High Technical on factors that influence choice of methods

Table 4.4: Factors that influence the selection of English language teaching methods

Statement	Frequency (%)					Mean	SD
	SD	D	N	A	SA		
The examination system has an impact upon my teaching method.	2(3)	3(4)	8(10)	24(33)	38(50)	4.87	.100
My beliefs regarding language teaching and learning influence my teaching method.	2(3)	2(3)	8(10)	23(31)	40(53)	3.98	.113
I select the teaching methods based on my teaching experience.	2(2)	4(6)	6(8)	22(29)	41(55)	3.85	.108
I consider the classroom size before selecting the teaching method.	3(4)	4(6)	7(9)	23(31)	38(50)	3.28	.098
I choose the teaching learning activities considering available resources.	3(4)	4(6)	3(4)	27(36)	38(50)	3.20	.092
I choose the teaching learning activities considering the time available.	4(6)	6(8)	8(10)	21(28)	36(48)	3.18	.096
The school management has an influence upon my instructional practices.	3(4)	4(6)	2(3)	31(40)	35(47)	3.04	.094
I apply the strategies learnt in teacher training in my classroom.	4(6)	6(8)	7(9)	28(37)	30(40)	2.96	.016
Number of teaching hours assigned to me determines my choice of strategy.	4(6)	6(8)	8(10)	21(28)	36(48)	3.18	.096
I consider students' interest and choose the teaching learning strategies		4(6)		34(44)	37(50)	3.04	.094
I am guided by the National curriculum while selecting the teaching activities.			7(9)	32(43)	30(40)	4.96	.116
Availability of technology influences my instructional practices	4(6)		8(10)	27(32)	36(48)	3.18	.096

Source: Field Data 2020

Table 4.4 above shows the examination of the factors that influence the selection of English language teaching methods in Tewa Senior High School. The study analyzed the mean and standard deviation of the variables. The test was meant to identify whether the mean for one variable and that of another variable differ or not. As shown on table 4. 3.4 above, the means of the various variables under I am guided by the national curriculum while selecting the teaching activities (Mean = 4.96; SD = 0.116) and the examination system has an impact upon my instructional practices (Mean = 4.84; SD = 0.100) are statistically significantly different from one another. This analysis provides evidence that each variable has different influence on teaching method.

This can be noticed from the relatively low percentages of respondents attesting to each factor under My beliefs regarding language teaching and learning influence my teaching method (Mean = 4.75; SD = 0.113), I select the teaching methods based on my teaching experience (Mean = 3.66; SD = 0.108), I consider the classroom size before selecting the teaching method (Mean = 3.32; SD = 0.100), I choose the teaching learning activities considering available resources (Mean =3.20 ; SD =0.092), I choose the teaching learning activities considering the time available (Mean =3.18 ; SD =0.096) the school management has an influence upon my teaching method (Mean =3.04 ; SD =0.094) I apply the strategies learnt in teacher training in my classroom (Mean =2.96 ; SD =0.116) Number of teaching hours assigned to me determines my choice of strategy. (Mean = 3.18; SD = 0.096), I consider students' interest and choose the teaching learning strategies (Mean = 3.81; SD = 0.100) and availability of technology influences my instructional practices (Mean = 3.70; SD = 0.108) are not statistically significant factors that influence method of teaching. Generally, the findings of this study show that national

curriculum and examination system significantly influences the selection of method of teaching English Language. Teachers need to pay particular attention to kind the teaching method that helps student to understand the topic treated and the concept of English Language.

4.3.2 Responses from Teachers of Tepa Senior High on factors that influence choice of methods

Table 4.5: Factors that influence choice of methods

Statement	Frequency (%)					Mean	SD
	SD	D	N	A	SA		
The examination system has an impact upon my instructional practices.	2(3)	3(4)	8(10)	24(33)	38(50)	4.87	.100
My beliefs regarding language teaching and learning influence my teaching method.	2(3)	2(3)	8(10)	23(31)	40(53)	3.98	.113
I select the teaching methods based on my teaching experience.	2(2)	4(6)	6(8)	22(29)	41(55)	3.85	.108
I consider the classroom size before selecting the teaching method.	3(4)	4(6)	7(9)	23(31)	38(50)	3.28	.098
I choose the teaching learning activities considering available resources.	3(4)	4(6)	3(4)	27(36)	38(50)	3.20	.092
I choose the teaching learning activities considering the time available.	4(6)	6(8)	8(10)	21(28)	36(48)	3.18	.096
The school management has an influence upon my instructional practices.	3(4)	4(6)	2(3)	31(40)	35(47)	3.04	.094
I apply the strategies learnt in teacher training in my classroom.	4(6)	6(8)	7(9)	28(37)	30(40)	2.96	.116
Number of teaching hours assigned to me determines my choice of strategy.	4(6)	6(8)	8(10)	21(28)	36(48)	3.18	.096
I consider students' interest and choose the teaching learning strategies		4(6)		34(44)	37(50)	3.04	.094
I am guided by the National curriculum while selecting the teaching activities.			7(9)	32(43)	30(40)	4.96	.116
Availability of technology influences my instructional practices	4(6)		8(10)	27(32)	36(48)	3.18	.096

Source: Field Data 2020

Table 4.5 shows the teachers' responses to questionnaire items seeking to examine the factors that influence the selection of English language teaching methods in Mabang

Senior High Technical School and Tapa Senior High Technical School. The study conducted the mean and the percentage analysis to identify the central location of the data (average). Standard deviation on the other hand was conducted to measure variability and the spread of the data set and the relationship of the mean to the rest of the data. The study calculated the relation of the standard deviation to the mean, otherwise known as the coefficient of variation (CV). The results showed that the coefficient of variation was rather small, indicating that the data has a greater deal of uniformity with respect to the mean and there is a general consensus among the sample respondents. The study also showed that the means of the various variables under the examination system has an impact upon my instructional (Mean = 4.87, SD = 0.100) statistically significantly different from one another indicating that each variable has different influence the selection of English language teaching methods in Mabang Senior High Technical School School. This shows that majority of the teachers 38 (50%) strongly agreed that the examination system has an impact upon my instructional practices influences the selection of English language teaching methods.

Table 4.5 shows that majority of teachers in the two schools (50% - 75%) strongly agreed with the statements that 'beliefs regarding language teaching and learning influence my instructional practices' (Mean = 3.98, SD = 0.113), 'I select the teaching methods based on my teaching experience' (Mean = 3.85, SD = 0.108), 'I consider the classroom size before selecting the teaching method' (Mean = 3.28, SD = 0.098). The teachers also strongly agreed with the statements, 'I choose the teaching learning methods considering available resources' (Mean = 3.20, SD = 0.092), and 'the school management has an influence upon my choice of methods' (Mean = 3.18, SD = 0.094). Therefore, it is concluded that these factors listed in the table significantly

influence the selection of English language teaching methods according to the teachers in the study.

The means for the statements, 'I apply the strategies learnt in teacher training in my classroom' (Mean = 2.96, SD = 0.116) and 'number of teaching hours assigned to me determines my choice of teaching methods in the classroom' (Mean = 2.67, SD = 0.112) showed that teachers disagreed that strategies learnt during their training and number of hours were factors that influenced their choice of teaching methods. This implies that all the variable the examination system has an impact upon my instructional practices, my beliefs regarding language teaching and learning influence my teaching method, I select the teaching methods based on my teaching experience, I consider the classroom size before selecting the teaching method, I choose the teaching learning activities considering available resources, I choose the teaching learning activities considering the time available, the school management has an influence upon my instructional practices, I apply the strategies learnt in teacher training in my classroom, number of teaching hours assigned to me determines my choice of strategy, I consider students' interest and choose the teaching learning strategies, I am guided by the National curriculum while selecting the teaching activities and availability of technology influences my instructional practices were significantly influence the choice of teaching method.

4.3.3 Responses from students of Tepa Senior High on factors that influence choice of teaching methods

Table 4.6: Factors that influence choice of teaching methods

Statement	Responses			Rank
	D	N	A	
Student perception about the English language	3 (12)	(0)	22 (88)	2 nd
Teachers select the teaching methods based on my teaching experience.	2(8)	3(12)	20(80)	4 th
The examination system has an impact upon teachers teaching method.	(0)	2(8)	23(92)	1 st
Teachers choose the teaching learning activities considering available resources.	2(8)	3(12)	20(80)	4 st
The school management has an influence upon my instructional practices	(0)	5(20)	20(80)	4 th
the teachers consider students' interest in choose the teaching learning strategies	2(8)	2(8)	21(82)	3 rd

Source: Field Data 2020

Table 4.6 shows that 22 (88%) of the students agreed that Student perception about the English language was one factor that influence the selection of English language teaching methods whilst three students representing 12% disagreed to the statement. The statement on Student perception about the English language ranked 1st on the table 46. The finding supports the argument made by (Jenkins, 2003) that when student perception is negative it has effective on the selection of teaching method.

Again, Table 4.6 shows that twenty student out of twenty -five selected from the school representing (80%) agreed with the statement that teachers select their teaching methods based on their teaching experience. Three representing (12%) of the students disagreed while two representing (8%) were neutral and the statement ranked 5th on the table. The finding support the statement teaching experience is positively associated with student achievement gains throughout a teacher's career. As teachers gain experience, their students are more likely to do better on other measures of success beyond test scores, such as school attendance.

Also, twenty three representing (92%) of the students agreed that the examination system has an impact upon my teaching method was one of the factors influence the selection of English language teaching methods, and a significant number of two students representing (8%) opined neutral to the statement and ranked 1st. The finding supports the statement made by (Roy, 2016) examination is an important part of higher education. The examination methods and questions have a large impact on how and when students study and what they learn. Examination should not only be used as a control that a student is qualified, but also as an educational tool to influence the learning process. If the assessment is mainly for factual knowledge, the students will primarily learn, memorize and recall facts and details.

Table 4.6 shows that 20 (80%) of the students agreed that teachers chose the teaching learning activities considering available resources. This means that the available resources were one of the factors that influenced the selection of English language teaching methods. Two students representing 8% disagreed with the statement while three students representing 12% were undecided about the statement. The statement ranked 4th on the table. The finding supports the statement made by (Ju, 2013) available resources help learners improve reading comprehension skills, illustrating or reinforcing a skill or concept, differentiating instruction and relieving anxiety or boredom by presenting information in a new and exciting way. Teaching aids also engage students' other senses since there are no limits in what aids can be utilized when supplementing a lesson.

Table 4.6, shows that 20 (80%) of the students agreed to the statement that the school management has an influence upon the teachers' choice of teaching methods. A significant 5(20%) were neutral to the statement. That statement ranked 4th among all the other factors as shown in Table 4.7. This implies that although most of the

students (76.7%) are of the view that their teachers choose methods of teaching based on what the school management instruct them to do, that view was not ranked high according to the data. This is an indication that the school management does not influence the choice of teaching methods as much as the other factors do. This agrees with the study of () school management helps the school to manage the student's admission by managing the prospective student's data and reduce the use of paper and not does not influence the choice teaching methods for the facilitator.

Finally, Table 4.6, demonstrate that 21 (8%) of the students agreed with the statement that the teachers consider students' interest in choose the teaching learning strategies. 2 (8%) disagreed, while 2(8%) stated neutral to the statement and ranked 3rd on the table 4.6. Student interest in a topic holds so much power.

4.3.4 Responses from students of Mabang Senior High Technical School on factors that influence choice of teaching

Table 4.7: Factors that influence choice of teaching methods

Statement	D	Responses			Rank
		N	A		
Student perception about the English language		2(8)	23 (92)		1 st
Teachers select the teaching methods based on my teaching experience.	2(8)	4(16)	19(76)		5 th
The examination system has an impact upon teachers teaching method.	2(8)	3(12)	20(80)		4 th
Teachers choose the teaching learning activities considering available resources.	(0)	3(12)	22(88)		2 nd
The school management has an influence upon my instructional practices	2(8)	5(20)	18(72)		6 th
the teachers consider students' interest in choose the teaching learning strategies	3(12)	2(8)	20(80)		3 rd

Source: Field Data 2020

Table 4.7 shows that 23 (92%) of the students agreed that Student perception about the English language was one factor that influence the selection of English language teaching methods whilst two students representing 8 % disagreed to the statement. The statement on Student perception about the English language ranked 1st on the table 4.8. The finding supports the argument made by (Jenkins, 2003) that when student perception is negative it has effective on the selection of teaching method. The researcher went on to stress the student thoughts and beliefs about teaching method is not favorable it influences teaching and learning in course.

Again, Table 4.7 shows that nineteen student out of twenty -five selected from the school representing (76%) agreed with the statement that teachers select their teaching methods based on their teaching experience. Two representing (8%) of the students disagreed while four representing (16%) were neutral and the statement ranked 5th on the table. The finding supports the statement teaching experience is positively associated with student achievement gains throughout a teacher's career. As teachers gain experience, their students are more likely to do better on other measures of success beyond test scores, such as school attendance.

Also, twenty representing (80%) of the students agreed that the examination system has an impact upon my teaching method was one of the factors influence the selection of English language teaching methods. Three student representing and a significant number of two students representing (8%) opined neutral to the statement and ranked 4th. The finding supports the statement made by (Roy, 2016) examination is an important part of higher education. The examination methods and questions have a large impact on how and when students study and what they learn. Examination should not only be used as a control that a student is qualified, but also as an educational tool to influence the learning process. If the assessment is mainly for

factual knowledge, the students will primarily learn, memorize and recall facts and details.

Table 4.7 shows that 22 (88%) of the students agreed that teachers chose the teaching learning activities considering available resources. This means that the available resources were one of the factors that influenced the selection of English language teaching methods while three students representing 12% were undecided about the statement. The statement ranked 4th on the table. The finding supports the statement made by (Ju, 2013) available resources help learners improve reading comprehension skills, illustrating or reinforcing a skill or concept, differentiating instruction and relieving anxiety or boredom by presenting information in a new and exciting way. Teaching aids also engage students' other senses since there are no limits in what aids can be utilized when supplementing a lesson.

Table 4.7, shows that 20 (72%) of the students agreed to the statement that the school management has an influence upon the teachers' choice of teaching methods. A significant 5(20%) were neutral to the statement. That statement ranked 4th among all the other factors as shown in Table 4.8. This implies that although most of the students (72%) are of the view that their teachers choose methods of teaching based on what the school management instruct them to do, that view was not ranked high according to the data. This is an indication that the school management does not influence the choice of teaching methods as much as the other factors do. This agrees with the study of (Basturkmen, 2012) school management helps the school to manage the student's admission by managing the prospective student's data and reduce the use of paper and not does not influence the choice teaching methods for the facilitator.

Finally, Table 4.7, demonstrate that 20 (80%) of the students agreed with the statement that the teachers consider students' interest in choose the teaching learning

strategies. 2 (8%) disagreed, while 3(12%) stated neutral to the statement and ranked 3rd on the table 4.7. Student interest in a topic holds so much power.

4.3.5 Responses from the interview guide on the factors influence the selection of teaching methods

Teachers were interviewed on factors that influence the selection teaching methods in Mabang Senior High Technical School and Tapa Senior High Technical School. Three teachers were interviewed and teachers Teacher 1 stated that “examination system has an impact upon the selection my teaching method”. I asked the reason the why examination influence the selection of teaching method. Teacher I said that “one of the main focus of teaching and learning is to pass and pass well in an examination”. Again, teachers 2 stated instructional or teaching method are selected based on “examination syllabus and language development of the students are under looked”. Teachers believe that teaching method are influenced by the examination since students’ desire to excel in examination and get the opportunity to enter into the tertiary institutions. Some of the teachers stated that time allocated for each period also factors influence the selection of English language teaching methods. Another respondent Teachers 3 said that “I usually look at how much time I have and the topic I need to treat before I decide on which teaching method to use”. The findings support the argument made by (Broudy, and Palmer, 2013) time management is a very important skill to have. Teacher can use this in the classroom to optimize learning opportunities for students. Time management is important because it helps you prioritize your work. After you have considered time table list of daily tasks down, a teacher needs to figure out what you should do first.

4.4 The Impact of Teaching Method on Students' Academic Performance

Research question three sought to assess impact of teaching methods on students' academic performance.

4.4.1 Responses from teacher of Tepa Secondary School on impact of teaching method on students' academic performance

Table 4.8: The impact of teaching methods on students' academic performance

(Responses from teachers)

Statement	N	Mean	Std. Deviation
Teaching methods help in frequent feedback during teaching and increase the performance of students.	75	4.06	1.780
It builds the required level of reasoning among students.	75	3.98	1.226
It encourages the use of interdisciplinary examples during the practice of a lesson.	75	3.86	1.221
It helps in development of transfer and piercing skills.	75	3.81	1.158
It helps connectivity between theoretical and practical knowledge	75	3.55	1.231
Students build a better understanding of the main concepts more effectively when they are engaged to solve problems during class activities	75	3.44	1.279
It promotes learners' participation	75	3.42	1.419

Source: Field Data 2020

The teachers were asked to rate over a 5-point Likert like scale the impact of teaching methods on students' academic performance of Tepa Senior High School in the Ahafo Ano – North municipality educational directorate. From the results, a mean score of less than 4.0 suggests disagreement while a mean score of 4.0 and more suggests agreement. The mean of the variable the various variables under teaching methods help in frequent feedback during teaching (Mean = 4.06; SD = 1.780), which was statistically significantly different from that of all the others. The result revealed that

teaching methods help in frequent feedback during teaching from student encourages them to think critically about their work and to reflect on what they need to do to improve it. Helps them see their learning in new ways and gain increased satisfaction from it. Helps promote dialogue between staff and students.

The results indicate that there was significant difference from it builds the required level of reasoning among students (Mean = 3.98; SD = 1.780). It encourages the use of interdisciplinary examples during the practice of a lesson (Mean = 3.86; SD = 1.158). It helps in development of transfer and piercing skills (Mean = 3.81; SD=1.158). It helps connectivity between theoretical and practical knowledge (Mean = 3.55; SD = 1.231) Students build a better understanding of the main concepts more effectively when they are engaged to solve problems during class activities ((Mean = 3.44; SD = 1.279), It promotes learners' participation (Mean = 3.42; SD = 1.419) were statistically significant. The study revealed that majority (80% - 90%) of the teachers strongly agreed that variable such as teaching methods help in frequent feedback during teaching and increase the performance of students, It builds the required level of reasoning among students, It encourages the use of interdisciplinary examples during the practice of a lesson, It helps in development of transfer and piercing skills, It helps connectivity between theoretical and practical knowledge, Students build a better understanding of the main concepts more effectively when they are engaged to solve problems during class activities and It promotes learners' participation were identified as impact of teaching methods on students' academic performance.

4.4.2 Responses from teacher of Mabang Senior High Technical School on impact of teaching method on students' academic performance

Table 4.9: The impact of teaching methods on students' academic performance

(Responses from teachers)

Statement	N	Mean	Std. Deviation
Teaching methods help in frequent feedback during teaching and increase the performance of students.	75	4.66	1.282
It builds the required level of reasoning among students	75	4.58	1.226
It encourages the use of interdisciplinary examples during the practice of a lesson.	75	4.46	1.221
It helps in development of transfer and piercing skills.	75	4.31	1.158
It helps connectivity between theoretical and practical knowledge	75	3.52	1.231
Students build a better understanding of the main concepts more effectively when they are engaged to solve problems during class activities	75	3.40	1.279
It promotes learners' participation	75	4.60	1.700

Source: Field Data 2020

Table 4.9 presents the impact of teaching methods on students' academic performance. Teaching methods help in frequent feedback during teaching and increase the performance of students. (M= 4.66; SD=1.780) came out to be the most significant impact of teaching methods on students' academic performance. Other variables such as It builds the required level of reasoning among students (M= 4.58; SD= 1.226). It encourages the use of interdisciplinary examples during the practice of a lesson. (M= 4.46; SD=1.221). It helps in development of transfer and piercing skills (M= 4.31; SD= 1.158) were rated above the average point (3) were statistically significant at the 0.05 confident interval. This means that the variable have impact of teaching methods on students' academic performance.

Other variables such as, it helps connectivity between theoretical and practical knowledge (M= 3.52; SD= 1.231). Students build a better understanding of the main concepts more effectively when they are engaged to solve problems during class activities (M= 3.40; SD = 1.279), It promotes learners' participation (M= 4.60; SD= 1.700) were rated above the average point (3) were statistically not significant at the 0.05 confident interval.

4.4.3 Responses from students of Tapa Senior High School on impact of teaching method on students' academic performance

Table 4.10: The impact of teaching methods on students' academic performance

	Mean	SD	χ^2	Sig
Students build a better understanding of the main concepts more effectively when they are engaged to solve problems during class activities	4.35	1.367	65.496	0.0001
It builds the required level of reasoning among students.	3.55	1.470	24.675	0.0001
It encourages the use of interdisciplinary examples during the practice of a lesson.	3.25	1.363	59.154	0.0001
It helps in development of transfer and piercing skills.	3.22	1.521	44.114	0.0001
It helps connectivity between theoretical and practical knowledge	2.45	1.383	42.732	0.0001
Teaching methods help in frequent feedback during teaching and increase the performance of students.	1.43	0.125	0.003	1.43
It promotes learners' participation	1.21	0.452	0.002	1.21

Source: Field Data, 2020

In Table 4.10 is the student's response on impact of teaching methods on students' academic. A high proportion of the student's (M= 4.35; SD= 1.367; $\chi^2= 65.496$; $p<0.0001$) identified that, variable such students build a better understanding of the main concepts more effectively when they are engaged to solve problems during class activities have influence on student academic performance. Students strongly agreed

that variable, it builds the required level of reasoning among students (M= 3.55; SD= 1.470; $\chi^2= 24.675$; $p<0.0001$) has impact on student academic performance. The concern about It encourages the use of interdisciplinary examples during the practice of a lesson ((M= 3.25; SD= 1.363; $\chi^2= 59.154$; $p<0.0001$) and it helps in development of transfer and piercing skills. (M= 3.22; SD= 1.521 $\chi^2=42.732$; $p< 0.001$) statistically influence student academic performance. Variable such as It helps connectivity between theoretical and practical knowledge (M= 2.45; SD = 1.383; $\chi^2=42.732$; $p< 0.001$) Teaching methods help in frequent feedback during teaching and increase the performance of students (M= 1.43; SD = 0.125 $\chi^2=0.003$; $p< 1.43$) and It promotes learners' participation ((M= 1.21; SD = 0.452; $\chi^2=0.002$; $p< 1.21$)) were out of the equation to most student who rated it with a mean rate of 1.22 from a 5-point likert-like scale at probability less than 0.0001.

4.4.4 Responses from students of Mabang Senior High Technical School on impact of teaching method on students' academic performance

Table 4.11: The impact of teaching methods on students' academic performance (Responses from teachers)

Variables	Mean	SD	Sig
Teaching methods help in frequent feedback during teaching and increase the performance of students.	4.35	1.367	0.0001
It builds the required level of reasoning among students.	3.55	1.470	0.0001
It encourages the use of interdisciplinary examples during the practice of a lesson.	3.22	1.521	0.0001
It helps in development of transfer and piercing skills.	2.45	1.132	0.0001
It helps connectivity between theoretical and practical knowledge	2.41	1.312	0.0001
Students build a better understanding of the main concepts more effectively when they are engaged to solve problems during class activities	2.30	1.332	0.0001
It promotes learners' participation	2.13	1.438	0.0001

Source: Field Data 2020

Table 4.11 presents the impact of teaching methods on students' academic performance. Teaching methods help in frequent feedback during teaching and increase the performance of students. (M= 4.35; SD=1.357) came out to be the most significant impact of teaching methods on students' academic performance. Other variables such as It builds the required level of reasoning among students (M= 3.55; SD= 1.470). It encourages the use of interdisciplinary examples during the practice of a lesson. (M= 4.46; SD=1.221). It helps in development of transfer and piercing skills (M= 3.22; SD= 1.521) were rated above the average point (3) were statistically significant at the 0.05 confident interval. This means that the variable have impact of teaching methods on students' academic performance.

Other variables such as It helps connectivity between theoretical and practical knowledge (M= 2.45; SD= 1.32), It helps connectivity between theoretical and practical knowledge (M= 2.41; SD= 1.312), Students build a better understanding of the main concepts more effectively when they are engaged to solve problems during class activities (M= 2.30 ; SD = 1.32), It promotes learners' participation (M= 2.13 ; SD= 1.438) were rated above the average point (3) were statistically not significant at the 0.05 confident interval.

4.4.5 Response from the Interview Guide on the Impact of Teaching Method of Students' Academic Performance

The interview was sought to find out the impact of teaching method of students' academic performance in Mabang Senior High Technical School and Tapa senior high technical school. From the interview teacher 1 stated ~~that~~ "the kind of teaching method adopted determines the feedback during teaching and learning". Feedback can improve a student's confidence, self-awareness and enthusiasm for learning. Effective

feedback during the first year in university can aid the transition to higher education and may support student retention

Response from teachers 2 revealed that “teaching methods help students build a better understanding of the main concepts more effectively when they are engaged to solve problems during class activities.” Problem-solving skills are necessary in all areas of life, and classroom problem solving activities can be a great way to get students prepped and ready to solve real problems in real life scenarios.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The purpose of the study was to assess the impact of teaching method on student academic performance in English language in Mabang Senior High Technical School and Tapa Senior High Technical School. The final chapter summarizes the findings of the study, discusses the implications of the findings and suggests relevant recommendations for teachers, students and educational policy makers on impact of teaching method on student academic performance.

5.1 Overview of the Study

The studies assess the impact of teaching method on student academic performance in English language in Mabang Senior High Technical School and Tapa Senior High Technical School. Specifically, the study sought to find out the teaching methods used in English language in Mabang Senior High Technical School and Tapa Senior High Technical School, factors that influence the selection of English language teaching methods in Mabang Senior High Technical School and the impact of teaching method of students' academic performance in Mabang Senior High Technical School and Tapa Senior High Technical School. Data were collected from two hundred (200) respondents consisting teachers and students from the two schools using random sampling. The data collected were coded, fed into the computer and processed using the SPSS (version 24) computer application software and Microsoft Excel. Basically, descriptive statistics were used for the data analysis. Frequencies mean and percentages, simple tables and figures were employed to analyse the impact of teaching method on student academic performance in English language.

5.2 Summary of the Findings

From a careful analysis of the variables as presented in the previous chapter, the study revealed the following major findings:

5.2.1 Teaching Methods used by Teachers

The Research Question one sought to find out the teaching methods used in teaching English language in Mabang Senior High Technical School and Tapa Senior High Technical School. The response from teachers of Mabang Senior High Technical School indicate that the mean score of 4.89 for question & answers method of teaching suggests that teacher employ the said method in their teaching. Again, responses from teachers of Tapa Senior High Technical School showed that, question and answers is the teaching method that teachers used in teaching of English Language (MEAN=4.12, SD = 1.099, RANK=1).

5.2.2 Factors that Influence the Choice of Teaching Methods

The study showed that majority of the teachers from Tapa Senior High school and Mabang Senior stated that examination system and beliefs regarding language teaching and learning influence their teaching method. The study also revealed that 60% - 86.6% of the students agreed that perception about the English language influenced the methods that the teachers chose to use in the classroom. Also, teachers apply the strategies learnt in teacher training in the classroom were factors that influence methods of teaching English language but that idea ranked low (6th) among the other factors.

5.2.3 Impact of Teaching Methods on Students' Academic Performance

Research question three sought to assess impact of teaching method of students' academic performance. A high proportion of the teachers Tapa SHS and Mabang SHTS (M= 4.07; SD = 1.780) and (Mean = 4.66; SD=1.282) identified that, teaching

methods help in frequent feedback during teaching and increase the performance of students.

A high proportion of the student's Tepa SHS ($M= 4.35$; $SD= 1.367$; $\chi^2= 65.496$; $p<0.0001$) identified that, variable such students build a better understanding of the main concepts more effectively when they are engaged to solve problems during class activities have influence on student academic performance. Student form Manban STHS agreed that teaching methods help in frequent feedback during teaching and increase the performance of students. ($M= 4.35$; $SD=1.357$) came out to be the most significant impact of teaching methods on students' academic performance.

5.3 Conclusion

Based on the objectives and the resulting findings of the study discussed, it can be concluded that:

1. Use of question and answer methods of teaching in the teaching and learning of English Language can cause an improvement Students in academic performance. Teaching methods such as question and answers, brainstorming etc. are able to enhance learning and make the learning process even interesting and captivating to the learners.
2. The study therefore concludes that, the examination system has an impact upon my teaching method and beliefs regarding language teaching and learning influence teaching of teaching English Language.
3. Students build a better understanding of the main concepts more effectively when they are engaged to solve problems during class activities

5.4 Recommendations

Based on the findings of the study, the researcher recommends that:

1. Teachers need to understand they should embrace the use of question and answers as a way of improving the performance in English Language. Traditional methods of teaching English Language which are not learner-centered do not bore any good results and therefore integration of ICT in the teaching learning process aims at helping learners to improve their academic performance.
2. Discussion method should be encouraged among teachers when teaching in classrooms to improve student participation.
3. The Ministry of Education and Policymakers should ensure that school teachers adopt new methods and strategies which are learner-centered (question and answers) to improve basic performance of English language in the learners. Policies should be formulated to ensure that schools are equipped with teaching resources to make teachers more interactive to deliver quality teaching.

5.5 Suggestions and Areas for Further Research

The stipulated period for the study was limited and therefore the research was limited to specific areas. It is suggested that, further research be done to cover more districts or municipalities to probe into why majority of students underperform in English Language.

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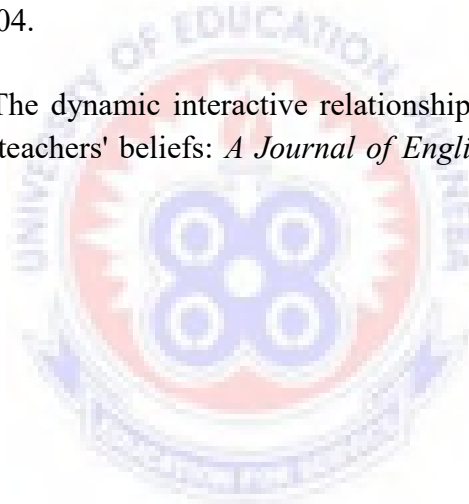
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SECTION B

TEACHING METHODS USED IN ENGLISH LANGUAGE

Please tick (√) in the appropriate boxes to indicate the teaching methods used in English language

1=strongly disagree; 2= disagree, 3= uncertain; 4= agree; 5= strongly agree

No	Teaching methods	1	2	3	4	5
5	Role Play					
6	Question & answers					
7	Brainstorming					
8	Group discussion					
9	Presentation					
10	Lecture					
11	Seminar					
12	Demonstration					

SECTION C

FACTORS INFLUENCE THE SELECTION OF ENGLISH LANGUAGE

TEACHING METHODS

Please tick (√) in the appropriate boxes to indicate the teaching methods used in English language

1=strongly disagree; 2= disagree, 3= uncertain; 4= agree; 5= strongly agree

No	Statement	1	2	3	4	5
13	I consider the classroom size before selecting the teaching method.					
14	My beliefs regarding language teaching and learning influence my instructional practices.					
15	I select the teaching methods based on my teaching experience					
16	The examination system has an impact upon my instructional practices					
17	I choose the teaching learning activities considering available resources.					
18	I choose the teaching learning activities considering the time available					
21	The school management has an influence upon my instructional practices					
22	I apply the strategies learnt in teacher training in my classroom					
23	Number of teaching hours assigned to me determines how I perform in the classroom					
24	I consider students' interest and choose the teaching learning strategies					
25	I am guided by the National curriculum while selecting the teaching activities.					
26	Availability of technology influences my instructional practices					

SECTION D

THE IMPACT OF TEACHING METHOD OF STUDENTS' ACADEMIC PERFORMANCE

Please tick (√) in the appropriate boxes to indicate the perceived problems of senior high school level English language teachers.

1=strongly disagree; 2= disagree, 3= uncertain; 4= agree; 5= strongly agree

No	Statement	1	2	3	4	5
27	Teaching method help a formative assessment used by a teacher					
28	Teaching methods help in frequent feedback during teaching					
29	Teaching methods help assessment transparency					
30	It encourages the use of interdisciplinary examples during the practice of a lesson					
31	It helps in development of transfer and piercing skills					
32	It helps connectivity between theoretical and practical knowledge					
33	They spiral method of lesson planning and the effective distribution of lessons time on different activities, as well as the teachers' confidence in student's skills					
34	The teachers' confidence in student's skills, psychological support and teachers' belief in student's success.					



APPENDIX B

QUESTIONNAIRE FOR TEACHERS

SECTION A: TEACHING METHODS USED IN ENGLISH LANGUAGE

Please tick (√) in the appropriate boxes to indicate the teaching methods used in English language

1=Strongly Disagree; 2= Disagree, 3= Uncertain; 4= Agree; 5= Strongly agree

No	Teaching methods used in the classroom	1	2	3	4	5
2	Role Play					
3	Question & answers					
4	Brainstorming					
5	Group discussion					
5	Presentation					
7	Lecture					
8	Seminar					
9	Demonstration					

**SECTION B: FACTORS THAT INFLUENCE THE SELECTION OF
ENGLISH LANGUAGE TEACHING METHODS**

Please tick (√) in the appropriate boxes to indicate the teaching methods used in English language

1=Strongly disagree; 2= Disagree, 3= Uncertain; 4= Agree; 5= Strongly agree

No	Statement	1	2	3	4	5
10	Absenteeism on the part of students influence the choice of teaching methods					
11	Teachers select the teaching methods based on my teaching experience					
12	The examination system has an impact upon my instructional practices					
13	Teachers choose the teaching learning activities considering available resources.					
14	Teachers choose the teaching learning activities considering the time available					
15	The school management has an influence upon my instructional practices					
16	Teachers apply the strategies learnt in teacher training in my classroom					
17	Number of teaching hours assigned to me determines how I perform in the classroom					
18	Teachers consider students' interest and choose the teaching learning strategies					
19	I am guided by the National curriculum while selecting the teaching activities.					
20	Availability of technology influences my instructional practices					
21	Most student don't attach importance to English lessons.					

**SECTION C: THE IMPACT OF TEACHING METHODS ON STUDENTS’
ACADEMIC PERFORMANCE**

Please tick (√) in the appropriate boxes to indicate the perceived problems of senior high school level English language teachers.

1=strongly disagree; 2= disagree, 3= uncertain; 4= agree; 5= strongly agree

No	Statement	1	2	3	4	5
22	Teaching method help a formative assessment used by a teacher					
23	Teaching methods help in frequent feedback during teaching					
24	Teaching methods help assessment transparency					
25	It encourages the use of interdisciplinary examples during the practice of a lesson					
26	It helps in development of transfer and piercing skills					
27	It helps connectivity between theoretical and practical knowledge					
28	They spiral method of lesson planning and the effective distribution of lessons time on different activities, as well as the teachers’ confidence in student's skills					
29	The teachers’ confidence in student's skills, psychological support and teachers’ belief in student's success.					

APPENDIX C

INTERVIEW GUIDE

1. What kind of teaching method do you often employ in your teaching as English teacher and its impact on learning outcome.
2. What are some of the factors influence the selection of teaching methods?
3. what is the impact of teaching method of students' academic performance?

