

UNIVERSITY OF EDUCATION, WINNEBA

**FACTORS INFLUENCING THE PERFORMANCE IN ENGLISH
LANGUAGE: A CASE STUDY OF SELECTED SENIOR HIGH SCHOOLS IN
THE KETU SOUTH DISTRICT OF VOLTA REGION OF GHANA**

The logo of the University of Education, Winneba, is a circular emblem. It features a central sun with rays, a book, and a torch. The text "UNIVERSITY OF EDUCATION, WINNEBA" is written around the perimeter of the emblem.

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**A thesis in the Department of Applied Linguistics, Faculty of Foreign
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Graduate Studies, in partial fulfillment**

**of the requirements for the award of degree of
Master of Philosophy
(Teaching English as a Second Language-TESL)
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DECLARATION

Candidate's Declaration

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

Signature

Date

Supervisor's Declaration

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

Name: DR. CHARLOTTE FOFO LOMOTÉY

Signature:

Date:

DEDICATION

I dedicate this thesis to my husband, Mr. Wisdom Agorsor and MTN Foundation for their financial support and to my children, Kekeli, Kafui and Klenam Agorsor.



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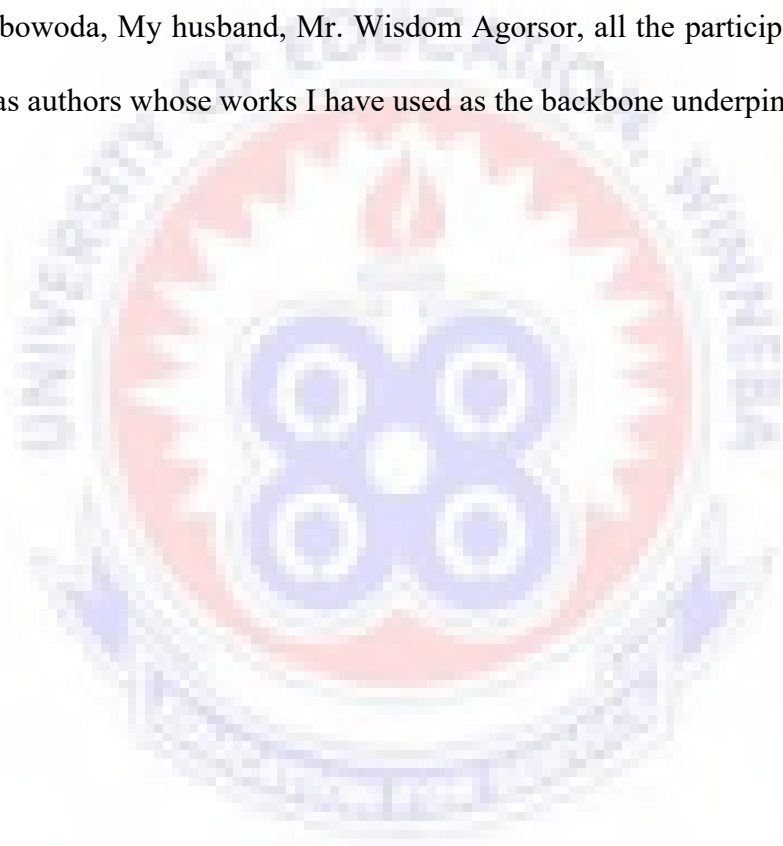


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ABSTRACT

Over the years, the language of instruction in Ghanaian schools has been English. Thus, performance in English determines students' performance in other subjects since English is the language of instruction in schools. Performance is completion of a task with application of knowledge, skills and abilities. This study sought to investigate factors influencing performance in English in four Senior High Schools in the Ketu South District of the Volta Region. The study investigated the influence of the quality of teaching, availability of teaching and learning materials and resources, school climate and home background on the performance in English in the four Senior High Schools in the Volta Region. The study employed a mixed research design with a sample of 200 students and 38 teachers. Data were collected with the use of questionnaire, interview and observation and analyzed thematically with the aid of the Statistical Package for Social Sciences (SPSS version 20). Findings suggest that the availability of teaching and learning materials, teachers' attitude towards teaching and learning, home background and school climate have a significant effect on performance in English. Based on the results, it is argued that the presence of learning materials was important in enhancing students' performance in English. As such, teachers have to put measures in place to help students in order for them to use English frequently. The school must also motivate both teachers and students, and parents should be involved in their children's academic life. Finally, Government should also provide the necessary teaching learning resources to enhance teaching and learning as well improve performance.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter provides a brief overview of English language in Ghana, focusing on the standard of the language and its impact on the education in the country today. It also shows how students' academic performance has been an important issue for institutions and the role of the English language for enhancing educational achievement. This is mainly done through improved communication and invariably points to the fact that students' performance in the English language influences their overall performance in other subjects as well. The chapter further discusses the statement of the problem, purpose of the study, objectives, and research questions. Other issues discussed are the significance of the study, limitations as well as the delimitation of the study. The chapter ends with the organization of the chapter.

1.1 Background to the study

Language is one of the most valuable tools we have as human beings. Without it we cannot create thoughts expressible to others, nor can we engage in the activities that commonly take place in the society we build ourselves in (Di Pietro, 2014). Language is very important in education. For instance, Roy-Campbell and Qorro (2017) assert that education is carried out largely through the medium of language, thus, language is very significant in the education process. Additionally, the Association for the Development in Africa [ADEA] (2015) argues that "language is not everything in education, but without language, everything is nothing in education" (p. 5). Language plays a crucial role in learning, and if the learner is handicapped in

the language of instruction, then learning may not take place at all as the instructor or teacher and the learner will not be communicating (Malekela, 2013).

English language is taught with consideration of the objectives stipulated in the syllabus. For example, the objectives are important since they provide a means through which the goals of education in Ghana could be achieved. It is through the syllabus that the teacher can determine whether or not he/she has achieved the goals or objectives of the lesson. With such a situation, it is important for teachers to establish objectives before working towards meeting the goals. Ghana uses the same English language syllabus at all senior secondary schools, and it is expected that students will have acquired and developed skills of the language, both spoken and written, it is also expected that the skills would enable them to cope with English language demands at higher levels of education and the world at large. However, empirical studies have proved that most students complete school with little proficiencies in English.

Students' academic performance has been an important issue for institutions and the role of the English language for enhancing educational achievement through improved communication cannot be overemphasized. For instance, if the learner is handicapped in the language of education, classroom interaction will be difficult and learning may not take place (Malekela, 2013). Students who have difficulties with English language may not function effectively, not only in English as a subject but in all their academic endeavours. The influence English as a medium of communication has on all the other subjects of the curriculum invariably points to the fact that students' performance in the English language influences their overall performance in other subjects. In a related development, quality education is now crucial in Africa's strategic plans towards economic development in order to be at par with the advanced

world. This goal has become the determining factor in facilitating international support for Africa's educational expansion and developmental initiatives (Ankomah et al, 2005).

English language is the lingua franca and the official language of Ghana. It is the language of education. The need and importance of the English language is reflected in it being a compulsory subject and the language of instruction from Primary 4. Ultimately, a credit in the subject is required for progression up the academic ladder. Given its importance as a subject, common sense demands that students should perform well in it. However, results from the four schools examined indicate that performance in English language keep on dropping or fluctuating year by year. The Chief Examiner's report on the West African Secondary School Examinations (a national qualifying examination to tertiary and higher education institutions) also over the years points an accusing finger at the English language as the cause of students' low performance, both in English language and other subjects. The record trend of poor performance in English seems to follow through to post-secondary institutions (Rivkin et al, 2015). The purpose of this study is to examine the factors that influence performance of English language in selected public Senior High Schools in Ketu South District in the Volta Region.

1.2 Statement of the problem

English is the medium of instruction from Basic 4 to the tertiary level in Ghana and taught at the KG to Basic 3 as a subject. It is the government that decides on which language should be the medium of instruction. Despite the existence of that policy for about twenty years, students at secondary schools are not competent and effective in using the language. It is assumed that students in Senior High Schools are fluent in the English language and this reflects in their academic work and improves

their performance. As stated in the Education and Training Policy (2015), learners who complete primary school are expected to have adequately mastered English to be able to cope with it as the medium of instruction throughout secondary school. However, it is not always the case that students are able to use the language as might be expected. This means that as far as performance is concerned, they are likely to be handicapped in the use of the language; in speaking and in writing. This results in poor performance in English.

Malekela (2003) explains that if the learner is handicapped in the language of education, classroom interaction will be difficult and learning may not take place. Students who have difficulties with English language may not function effectively, not only in English as a subject but in all their academic endeavours. That is to say that students' performance in the English language influences their overall performance in other subjects. The Revolutionary Government of Zanzibar (2016) also reports that teaching at the senior high school is affected by the low proficiency in English, which is the language of instruction. Since the students are not proficient in the use of the language, it makes it difficult for them to relate with their academic work, adversely affecting their overall performance in final examinations.

The problem may be attributed to lack of quality teaching, lack of sufficient teaching materials and resources, lack of parental involvement in the children academic lives, lack of motivation and teachers and students attitudes in teaching and learning the English language. There is a general agreement that quality education is manifested through literacy, cognitive abilities, performance and progression to higher levels of learning. Swart (2002) complains about the negative impact of the teacher's poor quality of English could have on learners who actually need good role models of language use.

Despite the value attached to the language, poor performance of students in English language in public examinations in recent times leaves a number of questions to be answered. It is against the backdrop of salvaging the country's education system, particularly the Senior High Schools, from its declining quality that the Ghana government in 2003 came out with a broad policy document entitled "Education Strategic Plan" (ESP). It outlines policies, target and strategies of ameliorating the education sector. Furthermore, the document incorporated improvement of quality teaching and learning, promotion of good health and sanitation as well as identification of programmes to prevent HIV/AIDS as the focal areas of improving quality education in the SHS (Duncan-Adenusa 2006; GOG 2002, GOG 2006).

While it is possible to establish that performance by students in students' examinations have not always been as expected, it is extremely difficult to pinpoint the factors responsible for this trend. This means that studies of this nature are limited or non-existent in Ghana. Meanwhile, a study on the factors that influence performance in English in Senior High Schools would increase our understanding of these factors so as to find a better way of educating schools and their leadership of these factors. In view of this, this study examines these factors in four schools in the Volta Region of Ghana. It employs a mixed method design to collect data from 200 students and 38 teachers through the use of questionnaire, interview and observation.

1.3 Objectives of the study

The broad objective of this work is to examine the factors influencing students' performance in English language in the secondary schools. The specific objectives of the study are:

1. to examine the effects of quality of teaching on performance in English Language in the selected Senior High Schools in the Ketu South District in the Volta Region;
2. investigate the contribution of the availability of TLMs/TLRs to performance in English Language;
3. to determine the role of school climate and home background in students' performance in English Language.

1.4 Research questions

The study was guided by the following research questions:

1. What are the effects of quality of teaching on performance in English Language?
2. How does the availability of teaching and learning resources contribute to performance in English Language?
3. What is the role of school climate and home background in students' performance in English Language?

1.5 Significance of the study

The study aims to identifying factors likely to affect students' performance in English language. As such, the performance of students in English is very important for the academic progression of every student. English is the main language used for instruction in all subjects in the school thus the performance in English is paramount for all students who do well in their academic work. This study is important in bringing out the strategies that enable teachers and students work on improving the performance of English in their schools. Further the study serves as an eye opener to the leadership of Senior High Schools on best practices that would help them improve performance in English in their schools and schools across Ghana,.

In addition, the results of the study have the potential of helping educators and policy makers to come up with school policies that help in enhancing performance of English in Senior High Schools. The results are also of great significance for both the academia and practice. For academia, the work contributes to existing literature on factors influencing students' performance in English language in the secondary schools, and for practice, educators can benefit from the recommendations of the study. Lastly, the findings of this study point to further studies on the factors influencing students' performance in English language in the Senior High Schools across the country.

1.6 Limitations of the study

Limitations are what impede the perfection of a study. The study could have been expanded to cover all Senior High Schools in the Volta Region. However, this was not possible because of certain constraints. These include financial and time constraints: the research did not have enough time to travel throughout the region for data collection since the researcher is still teaching and could not leave the classroom. The time used for the study was also not enough to cover all the schools in the region. The study is therefore limited to the Senior High Schools in the Ketu South District.

1.7 Delimitations of the study

The study examines the factors influencing students' performance in English language in selected Senior High Schools in the Ketu South District of the Volta Region. The research could have covered the whole Region. This is because the problem of performance in English language is a national affair. Therefore, the overall perspective of the factors influencing students' performance in English language in the Senior High Schools were exploited. The scope of the study was delimited to the

four Senior High Schools in the district. Therefore, the findings of the study cannot be generalised to other places, and other schools in Ghana.

1.8 Organization of the study

The rest of the study is organized as follows: Chapter 2 discusses the review of literature. This includes a presentation of the framework adopted from Bloom (1982). This framework was adopted because it encompasses pertinent issues that relate directly to the study. Chapter 3 presents a discussion of the methodology adopted in data collection. This includes administration of questionnaires, interviews and observation. It covers other areas such as study design, population, and data analysis procedures. Chapter 4 discusses the results obtained from the analysis of data. The results show that there are inadequate teaching learning materials and resources, lack of well-equipped operational libraries, and lack of parental involvement in their children's academic life were found to be challenges. The results also suggest that lack of motivation and security were also challenges which need to be tackled seriously to improve performance. Finally, Chapter 5 provides a summary of the results. It touches on a discussion of the factors responsible for performance in English language and presents some ideas regarding the pedagogical implications of the results obtained. The chapter finally concludes with suggestions for future research.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The chapter presents a review of literature relevant to the assessment of knowledge contributed regarding factors influencing students' performance in English at the second cycle educational level in Ghana. The literature reviewed revealed the predominant factors that affect and influence students' performance in English at the second cycle educational level across the globe. It also provides insight into the gaps in knowledge that this study seeks to fill as new knowledge on the subject matter. Bloom's (1982) model of evaluation formed the underlying conceptual framework for this study. In fact, there are numerous elements which fall under the umbrella of components playing an important role in the educational performance of students (Ackerman, 2002). Educational level and performance can be influenced by numerous variables and factors.

This literature review explains English language learning and teaching in the Ghanaian classroom. It takes a comprehensive look at the conceptual framework based on the following segments: predictor variables, mediating variables, and performance variables. The predictor variables constitute number of teachers, teacher quality, teaching and learning materials and teacher motivation. Other factors such as home socio economic background and school climate are discussed as additional factors to the predictor variables. These two additional factors are necessary because the contribution of parents and their economic conditions cannot be left out when it comes to education. The mediating variables also constitute students' attitude, frequency of use of the language, and methods of teaching. Finally, performance variables are discussed, taking into consideration language comprehension, language

production and students' attitude towards English. The chapter also reviews studies related to the current study and ends with a conclusion.

2.1 English language teaching and learning in the Ghanaian classroom

The English language has become a global means of communication and interaction. It is a universal language used for functions such as business and notably in teaching and learning. Mastering English language does not only facilitate the process of learning but is also an essential requirement in most of the occupations, employment and trade. English language has been the main condition in job applications for both the government and private sectors. Crystal (1997) reports that "a language achieves a genuinely global status when it develops a special role that is recognized in every country" (p. 2). He discusses how a language, to be able to achieve such status, must be used by people in countries that do not have English as their mother tongue and they must give it a place in their societies. This, according to Crystal, can be done in two ways. One, a language can be made as the official language of a country where it will be used as a tool of communication in areas such as the educational system, the media, and the law courts and in government.

Two, a language can be made a priority in a country's foreign-language teaching although the language itself has no official status. Crystal argues that one of the main reasons for the spread of English is that it has repeatedly been in the right place at the same time. These days, technology is an important subject in our life and the technology comes from countries that speak English as a native language, such as the U.S. In fact, science and technology are the ways of motivating people to learn and use English language if they want to be successful.

The teaching and learning process involves two active participants in the classroom - the teacher and the learner, and language learning does not fall entirely on

the teacher. The students must also assume more responsibility for the learning process (Quist, 2017). For example, Vuzo (2018) reports that “it is through interactions with each other that teachers and students work together to create intellectual and practical activities that shape both the form and the content of the target subject. However, such situation is not commonly found in all subjects in secondary schools due to the fact that the lecture method dominates the teaching and learning process which leads to passive learning” (p. 18). Cummings (2012) claims that “when I hear, I forget, when I see, I remember and when I do, I learn” (p. 111). Cummings notes that learning in which students are interactive produces far more effective participation in a class. This means that the effectiveness of language teaching and learning in the classroom depends on the educational repertoire (tools or materials, techniques, strategies tactics) teachers have and put in place. This idea concurs with Quist (2017) in that successful teaching and quality of student learning is closely related to the teacher’s knowledge and understanding of the subject. Furthermore, the English teacher is a figure in the language course. Literature indicates clearly that it is the teacher who sets the tone for learning activities (Allen & Valette, 2017; Quist, 2017). Since teaching is done by way of communication, English teacher must have maximum communicative competence. Also a teacher must be knowledgeable in the language itself so that he/she can make useful decisions regarding what should be taught to whom, and how the teaching should be done.

The educational system in Ghana has seen tremendous changes in the past years. For example, it moved from the Sixth Form, to the O and A Levels, Middle School to the Junior and Senior High systems. These changes have also brought about changes in the curriculum and prescribed text books and the final examinations held at each level. The three-year duration of both the Junior and Senior High systems was

later changed to four years for the secondary and brought back again to three years after just a few years of implementation. The word “Secondary” has also been changed to “High.” However, with respect to the diverse structural and curricular changes within the past few decades, academic output remains largely unchanged. Although many students may qualify to move to tertiary institutions, there still remains the problem that most of them fail due to their inability to reflect what they are supposed to know. This assertion presupposes that every student in Ghana needs English to succeed in academic life and beyond, hence the use of English as a medium of instruction in Ghanaian schools.

While good reasons have been given pointing to the fact that pupils in the early stages of their education should be instructed in their mother tongue, it is rarely practiced. And for so long a time, the country has witnessed a number of laws and bye-laws that have rarely seen the light of day. As a general rule, therefore, during the first three years of school education instruction should be carried on exclusively in a native language, and English as subject. English is used as a medium of instruction and a subject from Year 4 to the highest level of education. Since Britain’s colonization of Ghana, the English language as a medium of instruction has also undergone significant modifications since its inception in the Ghanaian school curriculum. A study by Owu-Ewie (2006, p.77) reveals changes in the use of the English language as a medium of instruction which he presents as a diagrammatic representation of the language policy from the pre-colonial era to 2002.

Period	First Year	Second Year	Third Year	Fourth Year.
529 – 1925				
a) Castle Schools Era	-	-	-	-
b) Missionary Era	+	+	+	-
1925 – 1951	+	+	+	-
1951 – 1955	+	-	-	-
1956 – 1966	-	-	-	-
1967 – 1969	+	-	-	-
1970 – 1973	+	+	+	+
1974 – 2002 (sept.)	+	+	+	-
Present (2006)	-	-	-	-

+ = A Ghanaian language used as a medium of instruction

- = No Ghanaian language used as a medium of instruction

According to the table, it means that between 1529 and 1925 which was the era of castle schools, English language was used from year 1 to year 4. In the missionary era, from 1925 -1951, Ghanaian language was used from year 1 to 3 and English was used at year 4. Ghanaian language was also used in year 1 and English from year 2 to year 4 between 1951 and 1955. From 1956 to 1966, English language was used from year 1 to year 4. Ghanaian language was used at year 1 and English language from year 2 to year 4 between 1967, 1969. From 1970 to 1973, Ghanaian language was used from year 1 to year 4. It was again changed between 1974 and 2002 September where Ghanaian language was used from year 1 to 3 and English at year 4. In 2006, English was used from year 1 to year 4. Ghanaian language is currently use from year 1 to year 3.

The teaching of the English language needs to be taught in a way and manner that will boost students' knowledge and enthusiasm in the language, as the standards and performances in the English language in the formal educational sectors is always going down. Many assertions including students' point to the claims that the teaching and learning of the English language in Ghanaian academic institutions in recent times is centered on reading comprehension, summary, grammar and writing skills to the disregard of oral communication skills at the second cycle level. There are some students who also simply parade with the excuse that the English language is not their mother tongue and hence, do not see the need to take it serious. Others simply believe that they have a good knowledge in the English language as far as they communicate and are understood by mostly their peers in it. Yet, the fact that one is understood in the communication process does not necessarily mean that what is being communicated is appropriate.

Although the English language is mandatory or perhaps serves a core subject in virtually all the levels of Education, very few students are ever fortunate to have been taught by professional English teachers. Interestingly, it appears that anyone who graduates from the tertiary institutions, especially the University is qualified to teach English. Ironically, the graduates or students that have been put in positions to teach the English language themselves may have had a tough time in understanding basic pertinent rubrics in their core English classes as Academic Writing or Communication and Study Skills depending on the institution. These particular issues need to be checked critically if not immediately as there tends to be consequent effects on other subjects. The English language is the medium through which other subjects or courses are taught. Hence, to be a good student in Medicine, law in Ghana you must necessarily be knowledgeable in the English language. The same thing

applies to other disciplines. No Ghanaian child studies either Law or Medicine through his mother tongue, whether Ewe, Twi, Fante, Kasem or Dagbani.

In discussing language teaching and learning, Brown (2007) points out that, there is a depending and subordinating relationship between teaching and learning. Teaching plays roles such as guiding, facilitating learning, and encouraging the learner and setting the condition for learning. Having a good understanding of how the learner learns will help the teacher to determine the philosophy of education, the teaching style, approach, methods, and classroom techniques. According to Cook (2001), “the proof of teaching is the learning” and “all successful teaching depends upon learning” (p. 9). Cook also states that there is no point in providing interesting, well prepared language lessons if students do not learn from them.

2.2 Conceptual framework

The Conceptual framework for this study is based on Bloom’s (1982) Model of Evaluation because of its suitability in the process of language learning and teaching. It was useful in examining the interdependence of variables, teaching and learning process to students’ performance in English language subject. The model consists of three categories of variables: Predictor variables, Mediating variables and Performance. According to Bloom (1982), predictor variables and mediating variables influence greatly students’ performance. In the model, if the predictor variables and mediating variables were of high quality, then teaching and learning process would produce good performance in language comprehension, production and attitudes towards English. The model examines the relationship between variables, teaching and learning process and performance in English language. It was anticipated that if there were enough and well qualified teachers to teach English language as a subject, availability of teaching and learning materials, they would contribute to students’ high

performance in the subject. It was also hoped that students would perform better if they had motivation to learn the language because their motivation would determine their success.

Additionally, if teachers had motivation to teach the language, students would perform better because teachers were the ones who determine students' success. The study also assumed that if the school environment, especially, classrooms and home environment were conducive to students' learning, they would contribute to high performance not only in the English as a subject but also in other subjects taught in English, hence, high school achievement. Furthermore, it was expected that students' attitudes toward the language they learn could predict their academic performance. Also students' frequent use of the language inside and outside classrooms would influence the level of performance in the language they learn. In addition to that, it was expected that if English language teachers could manage to organize content, learning objectives, and apply recent methods of teaching and learning English, students would perform highly in the subject at the end of the course. Performance in language refers to level of mastery in terms of comprehension, production and attitudes toward the subject. On one hand, it was anticipated that once predictor variables and mediating variables were favourable, then the level of performance would be high; on the other hand, when they were of low quality then, performance would suffer. Bloom's Model of Evaluation is discussed as follows:

2.2.1 Predictor variables

A predictor variable is a variable used in regression analysis to predict another variable. This variable, as stated in Mosha (2014), can be the number of teachers, teacher quality, motivation and availability of teaching materials. Number of teachers refers to student-teacher ratio. Teachers do not put up their best or students do not

perform well if the class is very large. Teacher quality is a situation whereby some teachers do not qualify for the subject because some people assume that everybody can teach English language so far as he/she completed university and can speak the English language. Normally, teachers who do not have the requisite qualification tend to lack the content since that is not their academic area. As a result, some are not able to deliver and this affects performance. Level of teacher motivation also positively or negatively affects students' performance. Teacher's behaviour, teaching style, structure of the course, nature of assignments and informal interactions with students can also have effect on students' performance. Availability of teaching and learning materials is also a variable which refers to any object or item that is visual or audio-visual used in the learning environment which facilitates or complements the understanding of a lesson. Some students learn by seeing, some by saying and others by using the parts of the body. These variables are discussed in the section that follows.

2.2.1.1 Number of teachers

Teacher student ratio is a worrying situation all over the world. Teachers' shortage in number, especially qualified teachers, is a worldwide problem which many countries are confronted with. This situation has compelled institutions to recruit people with low qualification in the education sector leading to poor performance. Lauder (2008) explained that the largest survey of Australia teachers and school principals reverted that teacher shortage was so bad that 43% of secondary school principals had to ask teachers to take classes that they were not qualified to teach. When it happens like this, students suffer by not performing well at the end of their programmes. A study by the UNESCO institute for statistics (UNESCO, 2006) reports that South and West Africa faced a looming teacher shortage in the drive to

provide every child with primary and secondary education by 2015. This suggests that African countries are experiencing the shortage of teachers which is affecting the implementation of school curriculum.

Haberman (2006) also explains that teacher shortage in United States of America has been endemic for a number of years that a wide range of federal state-wide initiatives have been introduced to alleviate shortages. Alec (2002) presumes the shortage of teachers with population growth and declining working conditions are creating a severe shortage of teachers in the world's classrooms And, that may lead to a slide in education standards, according to a new global study by UNESCO and the Geneva based International Labour Organization. Besides, Nilsson (2003) also indicates that the low numbers of female teachers in many countries and the impact of this on girls' enrollment in school, particularly in the third world countries. This eventually reduces the number of female teachers in public secondary schools. The UNESCO (2002) made a survey of 11 Eastern and Southern African countries which indicated that one third of the secondary school teachers were untrained. In another development, Lewn (2002) documented the shortfall in trained teachers that is needed to meet the *Education for All* target. He explained that two factors in particular appear to be impacting on the teaching profession in most Sub-Saharan African countries. First, the decline in salaries relative to other comparable profession has been well-documented in countries.

Otieno (2000) recounts that if teachers are unwilling to teach effectively, the quality of education provided will not be maintained at the expected standard. Therefore, the quality of education declines. Nowadays, the conditions of teaching have become worse. The ratio of student to teacher is high because of the shortage of teachers which affects the implementation of the school curriculum. Malekela (2000)

further argues that in some private and community secondary schools there is an acute shortage of teachers. Mushashu (2000) also notes that the number of teachers per subject in most public secondary schools is alarmingly small to encourage proper teaching. This has been aggravated by the fact that some graduates avoid teaching and are employed elsewhere, where they can be paid handsomely. Ministry of Education and Culture MOEC (2000) adds that shortage of teachers is having a negative effect on efforts to improve the quality of education in schools. From the report, unless urgent measures are taken to address the issue of teacher recruitment, teacher shortage is likely to seriously affect the quality of learning in schools and hence, poor performance. In order to have quality and good performance in English and education as a whole, more well-trained teachers must be employed and be well-paid and well-motivated to assist the students for better performance.

2.2.1.2 Teacher qualification

A survey of teachers, conducted by the National Center for Education Statistics in 1998, indicates that nearly all public school teachers had at least a bachelor degree and about half of them had a master's degree (Lewise et al, 1999). However, fewer teachers had degrees specific to the subject area that they were teaching (Goldhaber & Brewer, 1996). The study further revealed that the impact on student achievement was seen best when teachers had degrees in a subject similar to the subject area they taught, implying that teachers who pursue subject-specific degrees or advanced degrees in the subject they taught would strengthen their subject matter knowledge which would positively impact student achievement (Goldhaber & Brewer, 1996). An important procedure to follow in improving student achievement was by requiring all teachers to possess strong content knowledge in the subject area in which they taught (Rotherham & Mead, 2003). Other studies (e.g. Chaney, 1995;

Rowan et al, 1997) disclosed that students who had a teacher with a major in mathematics at the undergraduate and /or graduate level showed increased gains in mathematics. Other researchers (Betts & Frost, 2000; Ferguson & Womack, 2003; Hawk, Coble, & Swanson, 2005; Monk & King, 1994) also argue on teacher characteristic and claim that teachers' subject knowledge had positive impact on student achievement. For instance, Ferguson (1999) reports that highly qualified teachers had an increasing effect on students' performance; therefore, students who had scored lower marks in early grades might still earn higher scores in upper grades if instruction was provided by quality teachers.

The body of research reviewed on teacher degree levels revealed very small statistical impact on students' academic achievement from teachers having degrees in subjects outside of the area in which they have taught. The implications from this research finding indicate that teachers, specifically secondary school teachers, should obtain a subject-specific degree or advanced degree in the subject area being teach if they are to strengthen their subject matter knowledge, which ultimately impact students' achievement. It is for this reason that Ghana Education Service (GES) announced on the 13th of August, 2018 that all teachers with bachelor of Basic Education certificate as their highest qualification in senior high schools must be reposted to basic schools. The GES ordered that they do not qualify to teach at SHS level. In the researcher's opinion, GES could have organized subject-based or content-based courses for those teachers since they were already in that area and some of those teachers might be doing very well since they have taught the subjects for a couple of years. Experience also comes to play when it comes to teaching a subject for a long period of time so GES could have assessed them based on their experiences and maintained them rather than asking them to go to the Basic schools.

Gonzalez, Yawkey and Minaya-Rowe (2006) state that learners' academic performance in ESL depends on the teachers' knowledge and the application of effective pedagogy in the ESL classroom. Gonzalez et al. (2006) further state that for learners to perform well in ESL, the system needs quality teachers who are well trained, well behaved and motivated. They believe that English teachers are the power in schools. Gonzalez et al. (2006) further explain that for a school to be successful, English teachers need to be well trained, competent, knowledgeable and highly motivated. Craig (2001) agrees that good ESL teachers are those who are knowledgeable in their field; know the method to use, how to explain the subject matter to learners and how to vary the ways in which they teach to suit learners in their English language classes.

Simasiku (2006) also notes that good ESL teachers enter the classroom with prepared teaching and learning materials, knowledge, capability and ambition to take one more ESL child up to standard. This means that a successful English language lesson is related to the quality of instruction delivered by the English language teacher in the classrooms. On the other hand, lazy or incompetent teachers confuse learners and little ESL learning results (Ellis, 2002). Ellis further indicates that ESL teachers who are not qualified do not know how to explain some English words and have difficulties in explaining English concepts. Van Avemaet (2006) agrees with the above observation and adds that learners are taught by teachers who lack those knowledge and skills necessary for quality instruction in ESL. Dimmock (2012) points that academic qualifications, knowledge of the subject matter, competence and teaching skills, as well as the commitment of the teacher, have an impact on the ESL teaching and learning process. Knapp (2006) also enumerates that quality improvement in education depends upon the proper training of ESL teachers. ESL learners cannot

play their roles unless they are properly trained. That is if the ESL teacher do get proper training, there is no way that teacher would train a learner because you actually give what you have. This will at all cause affect performance.

Finally, the researcher concurs with Dimmock (2012) that academic qualification, knowledge of the subject matter, competence and teaching skills, as well as commitment of the teacher, have an impact on the teaching and learning of English language as far as learners' performance is concerned. Miller (2008) alerts that if learners have a substandard proficiency in English, they will always be at a disadvantage when it comes to taking examinations in English. Since most of the subjects are taught in English language in Ghana, the learners' performance in all the subjects except Ghanaian languages might be negatively affected. For the learners to be able to acquire communication skills, they must be engaged in speaking, listening and writing activities during lessons. Simasiku (2006) states that one of the obvious functions of the spoken language in a classroom is for the teacher to give instructions to learners on what they have to do and how they have to do it. Simasiku (2006) further states that through speaking and listening, learners connect with others, learn new concepts and develop vocabulary. To many learners English is a second language and it may pose problems of comprehension.

2.2.1.3 Teaching and learning materials/resources

Teaching materials play an important role in promoting communicative language use. There are three kinds of teaching materials: text-based, task-based, and realia. Text-based materials are typically textbooks, while task-based communication activities designed to support communicative language teaching include games, role plays, and simulations. Different kinds of authentic objects can be used in a communicative language teaching class to support communicative activities, from

language-based realia such as signs, magazines, and newspapers to graphic and visual sources such as maps, pictures, symbols, graphs, and charts (Richards, 2001). The use of teaching materials has a major impact on the activity of language teaching. Abebe and Davidson (2012) intimates that students are eager to learn vocabulary with the assistance of visual materials, and that the use of visual materials enhances the students' ability and opportunity to use language to express their ideas and feelings. However, they also found that teachers rarely use visual materials such as cards, charts, and real objects in teaching, despite the majority of teachers and students admitting that visual materials help students learn language effectively. Mathew and Alidmat (2013) agree that teacher's use of audio-visual aids helps students to understand lessons more and improves their English language skills, such as pronunciation skills or conversational skills, through listening to native speakers. In addition, the use of audio-visual materials also helps to make classroom activities more interesting and helps the students to remember the lesson. A study conducted by Aduwa-Ogiegbaen and Iyamu (2006) found that textbooks, workbooks, dictionaries, chalkboards, and posters are dominant in English classrooms, whereas modern media such as audio and video, programmed texts, language laboratories, flashcards, computers, magazines, and newspapers are rarely used.

Instructional materials and supervision have been known to contribute significantly to students' achievement in English Language. It means their absence or inadequacy in schools might hamper effective learning which eventually results in poor performance. The availability and adequacy of teaching learning materials could enhance effective learning and better performance in English by the students. Teaching and learning materials are regarded as very important in enhancing learning in schools. In the ESL context of Ghana, textbooks represent the syllabus and dictate

what should be taught in the classrooms. Teachers teach according to textbooks, students acquire language input mainly from textbooks, and achievement tests are designed based on the content of textbooks. Therefore, the indispensable role of textbooks cannot be underestimated. Just as Richards (2014) claims, “in many schools and language programs the textbooks used in classrooms are the curriculum” (p. 125). He further elaborates that if one wants to determine the objectives of a language programme, the kind of syllabus being used, the skills being taught, the content the students will study, and the assumptions about teaching and learning that the course embodies, it is often necessary to look no further than the textbooks used in the programme itself. Textbooks and commercial materials represent the hidden curriculum of many language courses. Indeed, textbooks occupy a dominant position in the school system, regardless of the courses being taught at various levels. Textbooks are therefore believed to have a positive impact on teachers and their classroom teaching during curriculum implementation (Harmer, 2016; Hutchinson & Torres, 2014; Richards, 2014).

As far as teachers are concerned, the benefits of using textbooks are as follows: time advantage (Hutchinson & Torres, 2014), access to more choices of professionally produced resources (Richards, 2014), relieving them from the pressure of searching for original materials (Harmer, 2016), and providing a guide to teach more effectively (Hutchinson & Torres, 2014). Hutchinson and Torres (2014) report teachers’ views from a survey about the facilitating role of the textbook, stating that textbook saves time, gives direction to lessons, guides discussion, facilitates giving of homework, making teaching easier, better organized, more convenient, and learning more especially making learning easier, faster and better. In effect, textbooks and

teachers' guides can function as teaching training manuals. They provide confidence and security for especially experienced teachers.

In ESL programmes, textbooks provide detailed advice on approaches to grammar teaching in a communicative class, strategies for error correction, the philosophy of process writing and how to implement it - useful information that goes well beyond the context of a particular text (Richards, 2014). With respect to students, textbooks provide an orientation to their learning programme, helping them understand what they will be studying, in what sequence, and how much material needs to be covered in the course of their learning (Hutchinson & Torres, 2014). A survey conducted by Education Insight (2015) in Kenya revealed that inadequate learning facilities and especially textbooks are a common feature in many schools. Yeya (2002) agrees with this assertion that schools with adequate facilities perform better in national examinations, especially in core subjects such as Mathematics and English. Bitamazire (2005) notes that apart from provision of teaching/learning materials, they should be coordinated and used properly for effective teaching/learning to take place. These materials include audio-visual materials (diagrams, flipcharts, computer monitors, transparencies projected through overhead projectors, slides, pictures etc.) and printed materials (handouts, textbooks, study guides). He also reports that availability of textbooks and other instructional materials have a positive correlation on student's performance because they facilitate understanding of abstract concepts & direct attention, guide thinking, provide feedback and help in class control.

Harmer (2016) advises that the teacher should determine the best resources for a particular learning activity and utilize them in the most natural and logical manner so as to reinforce the particular learning activity. Ayot (2007) maintains that when

they are well used, teaching and learning materials help the students to perform concrete physical actions or utilize symbolization skills. Teaching resources may also shift teaching to focus on specific individual differences, make learning interactive, interesting and appealing to all senses of the learners. Teaching and learning materials make the teacher an active facilitator of knowledge while the learners become active participants.

Ayot (2017) again advises that resources should complement teaching and learning but not replace the teacher. Books are indispensable in the teaching of English and learners are encouraged to read both intensively and extensively so as to broaden their knowledge. Learners are expected to appreciate novels, plays, short stories, poems and oral literature. They should also be able to use a dictionary, library (newspapers, journals, magazines, and internet). However, the English syllabus adopts an integrated skills (listening, speaking, reading, and writing) and Grammar. Integration means that, for example, a teacher could teach skimming and scanning (reading skills) from a literary text (e.g. set book) or teach grammar in a comprehension lesson.

Ayot (2017) has also conducted studies to assess the impact of textbooks on students achievement and has concluded that an increase in the number of textbooks had an effect on positive achievement even more than teacher training and that textbooks considerably reduce student grade repetitions. Eshiwani (2014) also explains that there was a significant relationship between the availability of textbooks and students' achievement. Alexander and Simmons (2016) also agree that textbooks are important in students' achievement especially when reinforced with homework and teachers correction of students' exercise books in the language. The teaching material, together with the learning materials, make learning more enjoyable and

interesting to the students since they provide practical experience which goes a long way in stimulating self-activity and creativity among the students. The materials also provide tangible foundation for abstract thoughts, thus, reducing pointless word responses from students (Nyamubi, 2003). According to Kapoli (2001), authentic resources assist learners in exploring the verbal communication in everyday life that is customized to meet their needs and interests. The presence and utilization of training materials influence the success of a teacher's lesson. Tavernor (2013) also observed that the ingenious use of an assortment of media in teaching enhances the likelihood of the student to learn more, preserve better what they learn and enhance their achievement on the skills that they are projected to develop. Karemera (2013) found that students' performance is significantly correlated with satisfaction with academic environment and the facilities of library, computer lab and other important facilities in the institution. With regard to background variables, he found a positive effect of high school performance and school achievement, and found no statistical evidence of significant association between family income level and academic performance of the student. A study effort from student and the proper use of the facilities provided by the institution to the student, students' learning style positively affects their performance (Norhidayah et. al, 2015). Yang (2012) holds the view that student performances are linked to the use of library and the level of their parental education. The use of library positively affects the students' performance. The availability of educational resources is believed to influence learners' performance (Legotle, 2005). Learners who have access to more ESL resources are likely to perform better than their counterparts who are in a less-resourced environment (Rasinski & Padak, 2008). The distribution and supply of English textbooks to schools may not be adequate. Therefore, the presence of the photocopier can assist in the re-production of hand-outs

which could lessen the problem of shortages of English textbooks to some extent. Walkin (2000) states that with the availability of photocopiers, it is increasingly preferred to use ESL hand-out materials rather than rely on class-issued textbooks. Thus, the shortage of necessary English textbooks negatively affects the performance of the learners. According to Husselmann and Kotze (2002), a lack of other resources such as audiotapes, computers, internet and television also negatively affects the learners' performance in ESL. They further indicate that some schools have facilities which are clearly inadequate and poorly maintained. In effect, if the facilities are kept in good shape, students would benefit greatly from their use, and this would enhance their performance in English.

2.2.1.4 Teacher motivation

Motivation has been generally viewed as energy or drive that moves people to do something by nature. Sinclair (2008) defines teacher motivation in terms of attraction, retention and concentration as something that determines "what attracts individuals to teaching, how long they remain in their initial teacher education courses and the teaching profession, and the extent to which they engage with their courses and the teaching profession" (2008, p. 37). Dornyei and Ushioda (2011) highlight the two dimensions of teacher motivation in accordance with their conceptions of motivation; namely, the motivation to teach and the motivation to remain in the profession. Their review of literature came to a conclusion that there are four featured components of teacher motivation: prominent intrinsic motivation which was closely related to inherent interest of teaching; social contextual influences relating to the impact of external conditions and constraints; temporal dimension with emphasis on lifelong commitment; and demotivating factors emanating from negative influences. It is believed that a teacher feels more enthusiastic about both teaching and students"

work when motivated. Lamb (2017) asserts that motivation is a vital component in successful second language learning. It explains that lots of factors are taken into consideration when it comes to motivating a teacher. A motivated teacher is crucial to a successful classroom. A motivated teacher looks at teaching through a different lens, and in doing so, motivates their students in their learning.

Due to the fact that not all ESL learners are intrinsically motivated to learn some learners need extrinsic motivation (Krashen, 2005). They need to be encouraged either with words or with tokens as a way motivating them. Therefore, English teachers have to device means and methods that make English learning interesting to motivate learners to learn. Moreover, Krashen (2005) indicates the need to motivate learners with immediate feedback to be given in every lesson to ensure that English learners are on the right path. He warns ESL teachers to reduce pressure on learners that can result in demotivation, consequently reducing their desire to learn.

Motivation has also been regarded as one of the main factors that influence the speed and amount of success of foreign language learners (Gardner, 2007). For instance, Gardner (2007) noted “students with higher levels of motivation will do better than students with lower levels” (p. 241). He further adds that “if one is motivated, he/she has reasons (motives) for engaging in the relevant activities” (p. 243). In another development, Elliot, Kratochil, and Cook (2017) see motivation as an internal state that arouses to action, pushes us in particular directions, and keeps us engaged in certain activities. They add that learning and motivation are equally essential for performance and they enable us to acquire new knowledge and skills.

Harmer (2014) cautioned that motivation that brings students to the task of learning English could be affected and influenced by the attitudes of a number of people. In teaching, motivation is one of the factors that influence success or failure in

learning a language, particularly a second language or foreign language (Gardner, 2006). In the same vein, Petty (2014) argues that if students do not want to learn, their learning efficiency will be slow such that they may learn virtually nothing, and if you know how to motivate students, you can highly increase their learning. Apart from motivation and attitudes, research show clearly that the home environment has a part to play in students' poor performance in schools (Suleiman, 2015; Mapuri, 2009).

2.2.1.5 Home socio-economic background and students' performance in English

Every human being on this earth came through a man and a woman, and for that matter, must have parents. Parents as they are, have a great role to play in the education of their wards financially and socially. Parents' behaviour or lifestyle sometimes influences the child's academic life. Grissmer (2003) explains that parents' educational level is the most important factor affecting students' performance. Taiwa (1993) also confirms that educational background of parents is of great importance as it helps them to act as second teachers for their children and even guide them and counsel him/her on the best way to perform well in school. They are also expected to provide the vital materials the child needs. It is as a result of this that this theme has been adopted from Salameh (2012), even though it is not originally a component within the framework. It is considered essential to add as it will assist the researcher to ascertain information on factors influencing students' performance in English language.

It is believed that a person performs a task well when he/she is mentally and socially satisfied. Economy is extremely important in all aspects of life. As the saying goes „a sound mind in a sound body“. It is therefore believed that a healthy person can think normally and act instantly in any given situation. This is to say that if students are supported financially and socially, they will have the peace of mind to learn, and

this invariably can positively improve their performance. Some parents are jobless and so cannot see to the needs of their wards which affect their performance in school. Some are single parents and others are not educated and therefore do not really appreciate the value of education. The socio-economic background of a student is normally evaluated by merging parents' educational background, occupational standing, and income levels (Jeynes, 2002). Studies have consistently shown that socio-economic background influences student results (Eamon, 2005; Jeynes, 2002; Majoribanks, 1996). These researchers believe that students who have a low socio-economic background attain less test grades and tend to be more prone to withdrawing from school.

Early research has illustrated that a child who has only one parent does not perform as sufficiently as those who have both parents around. This is because a single parents generate less income than a husband and wife together (Majoribanks, 1996). The biggest aspect that plays a vital role in directing the performance of English Language learner is mental satisfaction (Hill et al, 2004; Richard, 1995). Economic prosperity or economic flow will ultimately enhance the performance level of a student towards learning. However, this is not always the case because sometimes the flow of economy makes a person rude and proud. Maslow mentions several times in his theory that mental satisfaction has a strong relationship with the economic situation of a person (Richard, 1995). Statistics revealed that in English Language classes, students with a good economic background obtain good grades as compared to those who are low in economic prosperity. This means that social-economic factors can positively or negatively influence students' performance. The family is a social unit in any society and it is the source of early stimulation and experience in children. The home influences the child at the most possible time of his life and at a time when

his mind is most approachable. The home provides the first impression which lasts through the entirety of the child's life. The child often sees the parents, siblings and things around the immediate environment to be most significant and they are capable of promoting or diminishing his/her academic performance. The academic environment is the effective variable for students and has positive relationship with fathers' education and position (Kirman & Siddiquah, 2014).

The background is the condition and immediate surroundings in which the students find themselves. The parents or guardians of these students are responsible for providing the good home environment that will facilitate effective learning for their wards. Some home background factors that influence their academic performance include: parental education background, parental economic/financial background, parental marital status, religion, values, parental home location and family size (Muola, 2010). Parent's educational background, could be seen in the way parents and other educated people in the home get involve in encouraging these students to learn, teach and guide the students in doing their homework, pronounce words correctly and practice how to make simple and correct sentences on their own. Christenson and Sheridan (2001) argued that education usually involves expenses such as buying reading materials, stationery clothes and others. As a result, studies have revealed that economic status determines the extent of parental involvement in their children's education. Parental economic status as it relates to students' academic performance, much emphasis was laid on the ability of the parents to provide necessary facilities or materials that can help in making the learning of English language easy for the students. This involves the provision of mini library for children which include; textbooks, and picture books and spelling charts which will help the

students to learn words identification, correct sentences, master of the use of correct tenses in line with pictures, (United States Department of Labor, 2006).

Students from high or average income home background, that have some educative resources in their homes such as tape recorder, computer, radio, television set will be at an advantage in their performance because these resources will help them to listen to good speeches in English language, watch educative programmes on television such as junior debate, Cartoons, all these exposures will certainly reflect on the students' academic performance at school. Based on parental marital status on students' academic performance, much attention is on sound human relations, as the home background that is tensed due to divorce or unhealthy atmosphere of quarreling, fighting due to polygamy cannot favour learning, in the home as the mind of the students will not be settled in order to give room for creativity. Ekanem (2004) argued that a harmonious home create emotional stability in the child at home and subsequently throughout his school life. Based on this, the researcher will also be of great concerned to investigate the influence of broken homes, leading to single parenting, death, widowhood and perfect home on the academic performance of students in English language.

Brown (2004) found out that adolescents living in families other than married two -parent biological situations were less engaged in school ,though the differences between married and cohabiting biological parents was not significant. Family size also appears to affect achievement. A smaller family generally indicates that there are more resources; personal and economic, available to each member. Therefore, it is possible for parents to spend more time with their child with regard to school, as well as have money to spend on educational materials, better schools, and the like.

Orr (2003) found that the presence of educational resources (i.e. books) in the home is positively correlated with academic achievement. These results support the notion that the educational environment in the home supports positive academic achievement. According to Sentamu (2003), the educational attainment of parents determines the kind of schools to which their children go to. Such schools are near in kind to the ones their parents attended or better than the ones the parents attended. This tends to lay a good foundation for better performance of their children while at school. Considine and Zappala (2002) in their study in Australia on the influence of education disadvantages in the academic performance of school found that families where parents are educated champion a higher level of achievement in their children because of providing psychological support for their children. According to Grolinic and Slowiazek (1994) parental involvement, in general is a dedication in which all the resources that parents have are transferred to their children. Ule et al (2015) also conceptualize parental involvement as multi-dimensional structure, consisting of parental educational desires, plans and decisions for their children, and indeed, parental participation at school.

According to Moon (2004), parental involvement in the children's education is multi-dimensional; it can range from parents directly helping their children with English homework to parents establishing high expectations for their children's English learning in schools. Moon (2004), furthermore, notes that the quality of parental involvement in the education of their children is an important factor when determining the children's performance in English language. This is in accordant with the observation by Putz (2002) that parental involvement is rooted in the belief that in order for schools to educate all ESL youth effectively, parents and families should become fully involve in the process. Knapp (2006) argues that ESL teachers cannot

do their work effectively without the help of parents. Knapp further adds that parents need to know what is happening in ESL classrooms in order to support the school. If parents do not show concern by assisting their words in their homework and also visit their words, will not be able to be aware of what goes on in the classroom. Learners' backgrounds are related to the availability of resources at home such as books, electronic resources, such as television, computers, dictionaries and study rooms or tables which are crucial to support their ESL performance (Hugo, 2002). It is also acknowledged by some educationists that learners who have access to such resources perform better in ESL compared to those who come from poor families. Hugo (2002) further indicates that learners who have access to educational materials at home are more informed and assisted to improve their performance in ESL, while those from poor families with no educational resources are not assisted by parents to improve their performance in ESL.

2.2.1.6 School climate and students' performance in English

School climate refers to the quality and character of the school life. It is associated with safety, teaching and learning, healthy relationships and environment. The National School Climate Council (2007) defines school climate and a positive, sustained school climate as based on patterns of people's experiences of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structures. A sustainable, positive school climate fosters youth development and learning necessary for a productive, contributive, and satisfying life in a democratic society. This climate includes norms, values and expectations that support people feeling emotionally, physically and socially safe. Students and educators work together to develop, live and contribute to a shared school vision. Educators model and nurture an attitude that emphasizes the benefits

of, and satisfaction from, learning. Each person contributes to the operations of the school as well as the care of the physical environment.

Virtually all researchers suggest that there are four essential areas of focus regarding school climate: safety (e.g. rules and norms; physical safety; social-emotional safety) relationships (e.g. respect for diversity, social support for both teachers and students; leadership) teaching and learning (e.g. social; support for learning; professional relationships) and the institutional or physical environment (Cohen, 2013). Research on safety in schools shows that apart from feeling safe - socially, emotionally, intellectually and physically, being a fundamental human need, it also promotes student learning and healthy development (Devine & Cohen, 2007). However, a great deal of research shows that many students do not physically and emotionally feel safe in schools. For example, a study found that high school students are fearful about going to school because of the violence and personal victimization some of them experience during the school day (Astor et al, 2012).

Studies have also revealed that students feel less safe in large schools as verbal bullying is more likely to occur in such schools (Lleras, 2008). There is growing evidence that educators also feel unsafe in schools. A significant number of teachers are threatened and/or assaulted by students every year (Dworkin, et al, 2014; Novotney, 2015). Thus, a safe, caring, participatory and responsive school climate tends to foster a greater attachment to school and provides the optimal foundation for social, emotional and academic learning for high school students (Blum, 2012). Teaching and learning also represents one of the most important dimensions of school climate. School managers and teachers should strive to clearly define the sets of norms, goals and values that shape the learning and teaching environment especially as concerns language education. A positive school climate promotes cooperative

learning, group cohesion, respect and mutual trust. These particular aspects have been shown to directly improve the learning environment (Ghaith, 2013). Teacher support has also been identified as essential to student English achievement (Deutsch, & Jones, 2008).

Also, when teachers support and interact positively with students, the students are more likely to be engaged and behave appropriately (Skinner & Belmont, 2013). Implementing learning activities beyond the classroom is an effective way to promote student English learning. Encouraging active and collaborative learning through authentic projects is most effective in an environment with a mission that encourages trusting relationships between all members of the school community (Skinner & Chapman, 2015). The institutional environment can also affect the school climate. Generally, research has shown that small schools and classes promote student achievement, safety and relationships among members of the school community. Smaller classes also promote students' connectedness (McNelly, 2012). Research also demonstrates that students feel unsafe in unsupervised areas of the school building (Astor et al, 2012).

The ability of the head to establish a climate that is conducive to learning for students, teachers, and themselves is paramount to students' academic achievement (DuFour, 2017; Fullan, 2015). All humans have a basic psychological need for emotional „connectedness“ (Resnick, 2017) or „belongingness“ (Baumeister & Leary, 1995) for a voice in what happens to us or - autonomy, and for a sense of competence - the belief that we are all capable people who can learn. These needs mould human motivation and have implications for learning and development. A school climate which is conducive to learning for students, teachers, and principals is the product of a collaborative school culture (DuFour & Eaker, 2014). It is very true because learning

in such conditions will definitely have a positive effect on performance in English language. This is especially so in promoting students' achievements in English.

The joy that people feel in their work environment has a direct effect on the way they support the objectives of the organization; in a school setting, that has an impact on student achievement (Hoy & Hannum, 2017; Peterson & Skiba, 2017). Research has also demonstrated that effective school climates engender a concerned and caring atmosphere (Griffith, 2012). Peterson and Skiba (2017) view the school climate as a reflection of feelings that teachers or students have about their school over a period of time. The relationship between school climate and school culture varies, however, sometimes school climate is viewed as a facet of the school's culture (Karpicke & Murphy, 2016). School climate is a reflection of the positive or negative feelings regarding the school environment, and it may directly or indirectly affect a variety of learning outcomes (Peterson & Deal, 2014). The typical measures of school climate are surveys of students, staff, and sometimes community members regarding what they think about the school (Williams, Wavell, & Morrison, 2013).

Many studies that have examined the relationship between school climate and student performance have found that without a climate that supports and recognizes the importance of certain kinds of learning goals, changes and improvements will be unusual (Deary et al, 2007). Peterson and Deal (2014) argue that the climate of a school is a key factor in productivity and success. It affects what people focus on and what is important to which to pay attention. All the studies on schools that were successful in educating all students found them to have common attributes: clear school mission, high expectations for success, instructional leadership, frequent monitoring of student progress, opportunity to learn and student time on task, safe and orderly environment and home - school relations (Edmonds, 2012; Lezotte, 2010).

Hughes (2015) found that “a principal with an open communication style, who is supportive of teachers and the academic program” (p. 8) was another characteristic of effective elementary schools which had high student achievement in spite of high poverty levels.

According to Edmonds (2013), effective schools develop a structure which supports success. Four variables of effective schools that are coherent with Edmonds’ correlates and most frequently identified by teachers and administrators are maximized learning time; monitoring of student progress; having clear school-wide goals and strong principal leadership. The head of an effective school is the instructional leader who has the ability to communicate that mission of the school to all of the stakeholders (Hallinger & Heck, 1998; Schmoker, 2015). Hallinger and Heck (1998) found that principals who demonstrate support and caring for their teachers and students, and provided instructional leadership, and who involved parents and community members, are likely to have effective schools. Based on their review, they concluded that effective principal leadership is linked directly to student learning via the principal’s influences on internal school processes consistent with Towns. Brisk and Proctor (2013) affirms this and conclude that school policies and norms regarding academic expectations, the school mission, student opportunities to learn, the instructional organization, and academic learning time are processes that are essential for optimum performance from students.

Schools that have good relation with its parents and communities are in a better position to access and benefit from the valuable resources that communities can provide (Schmoker 2015; Williams, 2004). A sense of community in a school is invaluable in contributing to the goal of students experiencing academic success and achievement (Garrett, & Steinberg, 2015). This involvement has a major impact on

student achievement (Reeves, 2014). The impact of parental involvement on student achievement is known by teachers, school leaders, educational policymakers and parents. Nevertheless, educational accountability systems fail to effectively acknowledge this fact (Reeves, 2014). What holds the school community together and conveys the sense that all the individuals involved with the school are members of a family is the knowledge that everyone is committed to achieving the same outcomes.

A strong linkage between the school and community is very crucial as the education of students must be a team labour. The expectations of teachers regarding students' capabilities for learning have an influence on classroom practices and the performance of students (Williams, 2004). Researchers have found that students are aware of differential treatment by teachers and that teacher's low expectation and differential treatment are associated with lower student achievement (Weinstein, 2008). Students, when asked, can describe the qualities of good teachers. Students share that the good teachers maintain order, have a willingness to help in ways that accommodate different students' learning styles, explain content until everyone gets it, vary classroom activities (whole class, small groups and individual), and make an effort to understand the students by believing in them and letting students know they do (Waxman, 2017).

Good teachers are effective teachers. Effective teachers set high expectations for students and use a variety of strategies to actively engage students (Corbett & Wilson, 2012). These strategies may include using hands-on experiences, technology, and worthwhile tasks. Teachers must also be able to orchestrate classroom discourse in ways that challenge and engage students, causing them to question and revise their understanding (Corbett & Wilson, 2012). Effective teachers understand the cultures of students in their classrooms and adapt curriculum and instruction accordingly (Comer,

2005). Students report greater satisfaction when their differences are embraced as a resource that enriches learning for better performance (Schaps, 2003). In addition to these, class size has been acknowledged as major determinant of academic performance. Further studies have shown that schools with smaller class sizes achieve superior academic performance than schools with bigger class sizes. Michael and Sheila (2009) made a conclusion to the point that class sizes above 40 negatively affect the achievement of students.

Theresa (2014) indicated that children have differences as far as motivation, interests and abilities are concerned and that they also differ in health, private and group alteration and inventiveness, good teaching is generally well done in classes with smaller numbers that permit provision of individual attention. This requires sufficient number of teachers and expansion of school infrastructure to ensure that schools have comparatively smaller class sizes. Karemera (2003) noticed that students' academic performance is extensively interrelated with satisfaction, with scholarly environment and the amenities such as library, computer laboratory and others in the institution of learning. Schneider (2003) also revealed that school amenities have an express effect on coaching. Text books facilitate the pupils to trail the teacher's order of presentation and assists in understanding of the lessons (Ubogu, 2004). The researcher has agreed with Schneider and Ubogu also add that availability of those things also relieve the teacher off any stress he/she may go through try had for students to get a concept.

2.2.1.7 Summary

English language has become a global means of communication and interaction. It is a universal language used in business and notably in teaching and learning. The teaching and learning process involves two active participants in the

classroom - the teacher and the learner, and that language learning does not fall entirely on the teacher. The students must also assume more responsibility for the learning process (Quist, 2017). Vuzo (2018) reports that, it is through interactions with each other that teachers and students work together to create intellectual and practical activities that shape both the form and the content of the target subject. It is as a result of this that Bloom (1982) anticipates in his Model of Evaluation that if there were enough and well qualified teachers to teach the English language, availability of teaching learning materials, and number of teachers (teacher-student ratio) conform to the school enrolment, performance will improve. It has also been found that school climate and home socio-economic factors are valuable, in addition to Bloom's predictor variables, in contributing to students' high performance in English language.

2.2.2 Mediating variables

Mediating variables are the mechanisms through which change in one variable causes change in subsequent variables. This involves students' attitude towards the language they learn, frequency of use of the English language, and methods of teaching. It is expected that students' attitudes toward the language they learn could predict their academic performance. This is because if our attitude towards what we do is positive, it will bring positive results, and invariably, positively affects performance. Also students' frequent use of the language inside and outside the classroom builds their confidence in the use of the language and influences performance in the language they learn. In addition to that, it is expected that if English language teachers could manage to organize content, learning objectives, and apply recent methods of teaching and learning English language, students would

perform highly in the subject. These variables are discussed in the section that follows.

2.2.2.1 Student attitudes and performance of English language

Language attitudes are opinions, prejudices, and ideas that speakers have with respect to a language. The Longman Dictionary of Applied Linguistics and Language Teaching (2002) defines language attitudes as:

The attitudes which speakers of different languages or language varieties have towards each other's languages or to their own language. Attitudes towards a language may also expose what people feel about the speakers of that language. Language attitudes may have an effect on second language or foreign language learning. The measurement of language attitudes provides information which is useful in language teaching and language learning.

(p. 297)

Brown (2002) refers to attitudes as the sets of beliefs that the learner holds towards members of the target group and also towards his own culture. Language attitude is a very important concept because it plays a major role in language learning. Empirical studies have confirmed that language attitude influences the process of learning a given language. A research by Gardner (2002) on attitudes and motivation found the existence of an association with linguistic achievement of learners, underscoring the importance of attitudes and encouragement as an antecedent in language learning. It is also normally acknowledged among scholars that upbeat attitudes assist the learning course, though mind-set does not decide the behavior Mosha (2014). Studies have been conducted on language attitudes (e.g. Fadel & Khaled, 2013; Mosha, 2014; Momani, 2009). Fadel and Khaled (2013) note that students' attitude relating to a second language influences their learning and mastery

of the language. They made a conclusion to the effect that attitude improves the progression of learning the language, influencing the learner's conduct and feeling towards the language, its customs and society. Momani(2009) undertook a study to examine the attitudes in learning English and success in reading comprehension among students at secondary stage. It was discovered that students had fair attitudes regarding the learning of English which influenced their performance in reading comprehension. Therefore, attitudes formed on a given language influence the views that a language learner has regarding that language. This means that the attitudes formed can either hinder or enhance the learning and performance in that particular language.

The feeling of teachers in regard to the languages they encounter in a school location predicts their usage of these languages in class instructions. In general, the presence of several language options prompts an individual to a deliberation of the linguistic attitudes he forms (Omulando, 2004). The mind-set possessed regarding a language determines the way that language is acknowledged and exercised by a person or group of people. Consequently, the higher the value of a language, the more it is readily accepted and the more it is used. On the other hand the lower the value the colder the reception and the less the language is used.

According to Mosha (2014) the status placed on a given language, its value and importance is most often and mainly measured by the mind-sets formed on that language. Mwale (2001) conducted a survey in Malawi on secondary school learners' attitudes towards the teaching and learning in primary schools. The study purposed to examine the learners' attitudes towards learning and their effect on performance. The study found that majority of the learners disagreed that they hated learning. The learners had a strong desire to learn, however, teachers frustrated them by

embarrassing them. The study used a questionnaire as the main instrument, which is an appropriate one in measuring attitude. It had been noticed that learners can have the interest but if the teachers do not use positive fortification, they will dampen the spirit in the learners.

There is a correlation between attitudes, self-concept and teaching effectiveness that reveals that when teachers teach effectively, there would be a closer relationship between attitudes and self-concept than when teaching effectiveness was varied. The satisfaction of a teacher is positively related to his/her achievements in the good performance of his/her pupils/students (Ngaruiya, 2013). Therefore, the attitude of learners toward ESL learning is important in determining their level of performance. Tylor (2002) indicates that Namibian learners lack respect and discipline, and when asked to do ESL class work, they protest and refuse to carry out the instructions. This attitude can badly affect performance.

The discussion brings out the importance of positive attitude in teaching and learning. Positive attitude from both teachers and students is required for effective teaching and learning. In this study, the researcher seeks to establish how learners' and teachers' attitude towards English influences learners' performance in the language. According to Titus (2002), good learner performance in ESL examinations cannot be considered without a positive attitude to learning. Positive attitudes also create interest in learners towards the subject. In education, attitudes are considered both as an input and an output. Attitudes have a positive correlation with success in learning the second language because they facilitate learners' motivation to learn the language (Gardner & Trembly, 2014). He adds that individual attitudes towards the language that they learn meet important needs as they satisfy certain functions such as achieving high grades in language examination. Rodermund and Vondracek (2002)

argue that a learner, whose parents are supportive and have positive attitudes towards his/her education, is encouraged to perform well in ESL. Parental involvement, according to Rodermund and Vondracek (2002), could mean, among other things, helping teachers and the school to improve their learners' performance in ESL. They further note that parental involvement builds strong communication between the school and home, and helps learners perform well in ESL. Kizilbash (2006) argues that parental involvement in their children's ESL education diminishes the gap between school and home and maintains healthy child development across all levels. Kizilbash indicates that it is essential for parents to have an opportunity to respond and ask questions about their children's academic progress in ESL when necessary. They need to keep lines of communication open with ESL teachers and school principals. He went on to say that, they should make sure that the attendance of their children in ESL classes at school is stable; they need to ask their children what they have learnt in ESL at school so that they can help them with their ESL homework. It is the responsibility of the parents to provide their children with the basics concerning English language.

The researcher argues that if parents are responsible for their children's English language learning by checking their assignments, visiting the school to see how the children are doing and always providing their needs, the children will see the value of education and this can motivate them to work hard to improve their performance in English language. Without parental involvement in the academic work and activities of their children, the children's desire to excel might decline. Therefore, parents' involvement in their children is very important in increasing learners' perception of the importance of English language and thus their performance.

2.2.2.2 *Frequency of use of the language*

The learner's linguistic competence in an L2 plays a central role in their ability to use it in any performance; functionally or communicatively. It is believed that frequent use of the English language will help improve performance in the subject as a whole. Studies show that frequent use of the language inside and outside classrooms would influence the level of performance in the language they learn. According to Zhang et al (2009), to speak in more effective ways requires particular attention and constant practice. Al Asmari (2013) also explains that speaking fluency appears to develop with increased exposure to the L2 input. Ramirez (1986) as cited in El-Omari (2016) conducted a research on students in a small rural school taught by the same teacher. It was found that the communicative abilities of students in the rural school were lower than those in the urban schools. Moreover, urban school students produced more descriptions and speech acts.

This may be true since students in the urban school usually come from different places so do not have a common language or dialect. As a result, are forced to communicate in a common language which is usually the L2. In doing so, they become fluent in the language due its frequent use. Schools in the rural areas find it difficult to use the English language mainly because they are used to the local dialect as most of them are indigenous people and can speak the local dialect. Olivier (2011) observes that in a country like Namibia, especially in the northern regions where parental literacy and school resources are low, it becomes difficult for both teachers and learners to use English. Ghana is not an exception due to its multilingual nature. Students rarely use the target language due to lack of vocabulary in the language and this leads to poor performance.

2.2.2.3 *Methods of teaching*

When we consider the history of second language teaching, we observe that the issue of how to teach a language has always been a subject of discussion. We may define second language teaching methods as the systems that show how students can become more active learners during the language teaching, beyond being a mere compilation of rules. We can also say that a method in language learning is a teaching element that will help the student achieve the target of the learning in the fastest and most reliable manner. It is a reality that there have been many learning and teaching approaches developed. However, we cannot claim that there is one single ideal method in any real sense. The method used in second language teaching defines the hypothetical basis of teaching. For this reason, it is necessary to know the basic rules, limitations, usage, and characteristics of the selected methods before using it (Memis & Erdem, 2013). It was found that there was a meaningful and positive relationship between methods and success. To this end, Yildizlar (2013) notes that the selected methods must be in a structure that will ensure the consistency and integrity of the learning experiences. Annor (1997) also argues that the skillful teacher adopts several methods during the same lesson to avoid monotony.

In this case, the methods selected should be related to the stages of growth and development of the learners. The selection of a specific teaching method may be dependent on factors such as the duration of the lesson, materials and equipment available to the teacher for delivery. Methods of teaching are the manner in which the teacher imparts knowledge to the learners. An ESL teacher needs to employ a variety of strategies when teaching in order to meet their learners' different needs (Jacobs, Vakalisa & Gawe, 2006). It has been confirmed by Price and Nelson (2007, p. 53) that "using various strategies keeps ESL students engaged, making them more likely

to learn, retain and process the information presented". This assists the learners to acquire the necessary skills in the L2 in order to maintain full and active participation in teaching and learning activities. Tylor, Harris, Pearson and Garcia (1995) opine that educators need to learn more about the language and cultural differences of their learners and how these factors can influence their instructional decisions. This is to say, English teachers should not treat all English learners as if they have equal abilities and cultural backgrounds. They should rather be treated as different people from different cultural backgrounds.

According to Simasiku (2006), the ESL teacher may use code-switching with learners in their first language when such learners experience problems regarding certain English concepts. This should only be done for the purpose of explanation as too much code-switching to the first language may deprive learners of acquiring the target language. In order to bring desirable changes in students, teaching methods used by the educators should be best for the subject matter Adunola (2011). Educational research clearly demonstrated that students who are actively involved in the learning activity will learn more than students who are passive recipients of knowledge Butler JA. (1992). It is clear that students perform better when their needs are taken into consideration in choosing teaching methods and when they are more involve in the lesson based on the method adopted.

2.2.2.4 Summary

A mediator variable is the variable that performs mediation between the dependent and independent variables. It also explains the relationship between the dependent variable and the independent variable. The process of complete mediation is defined as the complete intervention caused by the mediator variable. A teacher cannot function without the presence of the learner. It is as a result of this that Bloom

(1982) anticipates in his Model of Evaluation that if the students have positive attitude towards learning, teachers employ appropriate methods of teaching and both teachers and students also use the English language frequently, there will be comprehension leading to better performance in English language. As explained by Mohammed (2002), most students put a kind of negative attitude in learning and use of English language as well as making teachers' task a difficult one in deed. He further explains that it is obvious that for any student to be proficient in English language, mastering of skill of listening, speaking, reading and writing is necessary, and it requires a hardworking and dedication from the students.

2.2.3 Performance variables

Performance in language refers to the level of mastery in terms of comprehension, production and attitudes toward the subject. On one hand, it is assumed that when predictor variables and mediating variables are favourable, the level of performance would be high; on the other hand, when they are of low quality, performance would suffer. That is, if teacher-student ratio is good, teacher quality is good, appropriate teaching learning materials are used in teaching, teachers' motivation is good, students' attitudes toward the language is good, students use the language frequently and methods of teaching are in good direction, performance will be enhanced. Dills (2006) and Owens (1999) discuss performance based on social economic background. They explain that students from high social and economic backgrounds are likely to perform better than their counterparts from low social economic backgrounds. This is to say that students from high social and economic background will be provided with the necessary materials, and for that matter, will have sound mind to study, hence better performance.

2.2.3.1 Language comprehension

Language comprehension is an important aspect of day-to-day functioning of adulthood. Comprehension of written and spoken language relies on the ability to correct process word and phrase meanings, sentence grammar, and discourse or text structure. Difficulties in any of these domains can produce comprehension problems. Comprehending language involves a variety of capacities, skills, processes, knowledge, and dispositions that are used to derive meaning from spoken, written, and signed language. These capacities are derived from Bloom's (1982) variables (predictor variables and mediating variables) to achieve better performance. Wingfield and Stine-Morrow (2000) believe that memory capacity limitations in older adults may cause language comprehension problems. They note that older adults have typically been found to have smaller working memory spans than young adults and such span measures have found to correlate with language comprehension measures. Burke (1997) explain that research on the activation of word meanings and the detection of ambiguity provides „no support“ for claims that “older adults are deficient in suppressing contextually irrelevant meaning or that they activate more irrelevant semantic information than young adults or that they retrieve more high frequency, dominant, or typical information than young” (p. 257). According to Swain, (2005) it will be appropriate for teachers to also encourage the process of learning by pushing students beyond just getting their message across and by expecting a message that is conveyed precisely, coherently, and appropriately for effective comprehension.

2.2.3.2 Language production

Language production is the production of spoken or written language. It describes all of the stages between having concept, and translating that concept into linguistic form. This can be achieved when the predictor and mediating variables play

their roles well. Bygate (2001) intimates that when a task is repeated potentially, it can lead to an increase in language production. He further believes that when students are exposed to a task type they have had experience with before; they utilize the discourse structures or vocabulary needed to perform the task from their memory. It means that students produce good results when they are familiar with a particular task by way of getting more understanding of the task. According to Pressley (2002), it has been noticed that teachers are outstanding in promoting literacy achievements, conducting reading and writing activities daily, explicitly modeling literacy skills and strategies, and integrating literacy instruction with the rest of the curriculum, creating naturalistic opportunities for addressing literacy skills.

Pressley further explains that teachers can lower the barriers of cognitive load (i.e., the number of new concepts embedded in a lesson or text), culture load (i.e., the amount of cultural knowledge required but never explicitly explained), language load (i.e., frequency and complexity of unfamiliar English words), and learning load (i.e., what activities and tasks teachers are asking students to do with English) to be able to create those conditions for better language productivity. Zeng (2010) explored factors that influence willingness to speak in his study. He identified a range of factors which were perceived by the respondents, including familiarity with the environment, the effect of the relaxing classroom, teacher support, personality, self-confidence, fear of making mistakes and hence getting embarrassed, fear of leaving a bad impression as a result of making mistakes, losing face, one's perception of his or her speaking ability, topic familiarity and degree of familiarity with interlocutor as factors that affect the production of the language if not properly addressed.

2.2.3.3 *Attitudes towards English*

It is also generally agreed among researchers that positive attitudes facilitate the learning process, though attitude does not determine the behaviour (Khanna & Agnihotri, 2014). It was expected that students' attitudes toward the language they learn could predict their academic performance. According to Tylor (2002), teachers' positive attitudes towards ESL create positive attitudes and enthusiasm in learners toward ESL. Subsequently it makes learners perform better in ESL. Furthermore, a positive attitude opens the mind and expands it to explore new opportunities and growth to achieve success. According to Swan and Fisch (2010), attitude is the particular way in which a learner responds to teachers. Attitudes usually lead to positive, negative or neutral behaviour.

Tahaineh and Daana (2013) undertook a research with 184 Jordanian EFL female undergraduates to measure out their motivational orientation and attitude towards learning the target language and its community. The results showed that the learners' motivation was instrumental in nature having utilitarian and academic reasons with the least impact of culture in it, whereas their attitude towards learning the target language and its community was highly positive. This implies that attitude plays a great role in the performance of English. Knapp (2006) indicates that some educational critics, like John Holt, blame children's failure in ESL on the teachers. Knapp claims that nowadays teachers lack discipline, commitment and high moral standards. As a result, high rates of teacher absenteeism are recorded in schools. This reduces the teaching time and the possibility of learners doing well in ESL examinations. Teachers, on the other hand, felt that their negative attitudes toward ESL were mainly fuelled by the work-load, uninterested and dull learners, as well as by trouble makers (Moon, 2004). He also adds that poor working conditions,

inadequate ESL teaching and learning materials and learners' low levels of competence in English contribute to the negative attitudes of teachers towards ESL teaching. Graham et al (2007) affirm that students' attitudes play a vital role in writing. They further explained that those students who have more positive attitude towards writing will put considerably more effort into their writing and complete more writing activities than those with low attitude levels, which may contribute to individual differences in writing success. If a student has a negative attitude towards writing this may inhibit the student from writing.

2.2.3.4 Summary

Performance in language refers to the ability of knowing and using language to perform a variety of communicative functions appropriately in contexts both in written and spoken form. Study shows that performance can be achieved if one level of mastery in terms of comprehension, production and attitudes towards the subject are perfect. It is believed that a qualified teacher with good method and attitude will lead to understanding and produce good performance. It is on this note that Bloom included good performance as the last variable of his evaluation model in order to have a coherent process and arrive at a good result. Based on this, language comprehension, language production and attitude toward English were discussed in detailed. This is important because student's ability to derive meaning from oral and written language is comprehension and is believed that if the student's language comprehension is zero, the ability to gain meaning will be zero. Language production is the production of written or spoken language. So there will not be production if there is zero comprehension. It is expected that students' attitudes toward the language they learn could predict their academic performance.

2.3 Related studies

There have been lots of studies in relation to this study from different countries. These are few of them discussed from countries such as Malawi, Namibia, The United Arab Emirates, Nigeria and Tanzania. For example, Mwale (2001) conducted a survey in Malawi on secondary school learners' attitudes towards the teaching and learning of English in primary schools. The study purposed to examine the learners' attitudes towards learning and their effect on performance. The study found that majority of the learners disagreed that they hated learning; rather, the learners had a strong desire to learn. However, teachers frustrated them by embarrassing them. The study used a Likert scale questionnaire as the main instrument, an appropriate instrument in measuring attitude. This study found that the learners can be interested but if the teachers cannot use positive reinforcement, they kill their morale. This means that as children as they are, they need positive reinforcement to be able to develop the interest to learning to enhance performance. Teachers' attitude plays a major role in the life of students. It is believed that the success of a student depends on the teacher even though the student also has a role to play. This is because the teacher is the driver, driving a group of students, the exhibition of his good driving skills lead them to a safe destination. Hence, teachers need to exhibit good attitude to enhance performance.

Another study was conducted by Mosha (2014) in which she investigated factors affecting students' performance in English language in Zanzibar Secondary Schools. The study employed qualitative and quantitative approaches, collecting data using interview, classroom observation, questionnaire and documentary review. Results of the study revealed that students were highly motivated to learn English for future expectations such as local and international communication, academic

advancement, and employment prospects. However, students' performance was affected by shortage of English teachers and the absence of teaching and learning materials. The findings suggest that some teachers skipped certain vital topics in the syllabus because they were not competent in those areas. The findings also indicated that there were certain factors that contribute to students' poor performance in English. These are students' infrequent use of English language at school and home, large class size, teachers' responsibilities, and poor conducive teaching and learning environment in the classrooms. Others are limited home support environment and poverty. Even though some studies claim that class size does not have any effect on performance, it does not apply to all places or environments. Other factors need to be taken into consideration when it comes to class size in order to enhance performance.

Additionally, Otaala (2001) also conducted a study in seven education regions in Namibia, and established that many teachers were not qualified to teach ESL. As a result, they could not interpret the syllabus. Also, when guidance was given, they followed carefully and exactly because they were scared of making mistakes. This means that the presence of competent ESL teachers at any school is important for learners' improved academic performance in ESL. A qualified teacher is one who completes a teaching certification programme and earns a degree in an area of study. Aside this, he/she exhibits competency, demonstrates knowledge and understanding of the content, teach effectively, and help all students learn successfully. However, a teacher without these characteristics cannot help students to achieve this.

In another study, Aduwa-Ogiegbaen and Iyamu (2006) examined the factors responsible for the poor quality of the teaching of English in public secondary schools across the six geopolitical zones in Nigeria. Three thousand (3000) senior secondary school students were asked to respond to a questionnaire consisting of three variables:

(1) frequency of the use of instructional media (2) frequency of the use of instructional techniques, and (3) the school learning environment. Results revealed that English language teachers do not frequently use modern instructional technologies and variety of teaching techniques in their lessons. It was also found that students learn in harsh environments, often rowdy, congested and noisy. Teaching is a complex, multifaceted activity, often requiring us as instructors to juggle multiple tasks and goals simultaneously and flexibly in order to achieve success. Therefore, teachers need to adopt strategies to make the teaching environment conducive for learners to perform well.

Isola (2010) also conducted a research on effects of instructional resources on students' performance in the West Africa School Certificate Examination (WASCE) in Kwara State, Nigeria. The achievements of the students were related to the resources available for teaching. He concluded that material resources have significant effect on students' achievement since they facilitate the learning of abstract concepts and ideas and discourage rote-learning. When resources are inadequate, education is compromised and this invariably is reflected in low academic achievement, high dropout rates, antisocial behaviours, poor teacher motivation and unmet educational goals. Empirical studies suggest that children learn by seeing and doing or practicing. These children however, need to be taught with the real materials or at least pictures for them to feel the things as well as understand whatever is being taught. When all these are available and children are involved in the lessons, performance will be good.

2.4 Conclusion

Language is a useful tool which humans use for communication purposes. Without language it could be difficult to express thoughts that can be transmitted to

others, nor could we be able to engage in activities that most frequently take place in the community we build ourselves (Mosho, 2014). This literature review has looked at English language learning and teaching in classrooms in general and English language learning and teaching in the Ghanaian classroom. The conceptual framework of the study is based on Bloom's (1982) model of evaluation and Mosha (2014) also explained in her work based on variables as; predictor variable, mediating variable and performance variable. The variables were discussed in detail to cover qualified teachers to teach the English language subject, availability of teaching learning materials, number of teachers (teacher ratio), school climate.

Home socio-economic factors are not part of Bloom's model of evaluation but the researcher consider them valuable to include its discussion since these factors can equally contribute to students' high or low performance in English language. Students' attitudes toward a language, frequent use of the language both inside and outside the classroom and teacher's method of teaching were also discussed under the mediator variable as some of the factors that influence learners' performance in English language. Performance variable was also discussed based on language comprehension, language production and attitudes. Some related studies were also discussed according to the framework. It was anticipated in Brown's (1982) model of evaluation that performance will be good if the predictor variables and mediator variables are effective.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter deals with description of the study procedures and the methods employed in the study. It comprises the research design appropriate for this study followed by the target population from which possible findings from the study were generalized, the sample size and sampling techniques, which gave a representative inference of the population on all major variables. The chapter then identifies and describes the research instruments that were used in the study, stating their validity and reliability tests. The section concludes by identifying the methods that were used to analyze the data.

3.1 Research design

A research design constitutes the blueprint for the collection, measurement, and analysis of data (De vaus, 2016). Research design is seen as the approach or method employed in the design of a study prepared to ensure that a research problem is effectively addressed. Mugenda (2008) noted that a research design that is descriptive helps to determine and report things naturally and attempts to present issues as feasible behavior, attitudes, ideas and characteristics. Descriptive survey design was used to collect data from respondents. This approach gives the researcher an opportunity to gather factual information necessary for decision making. Also, the researcher identifies the opinions, feelings and practices of the subjects through discussion (Gay & Airasia, 1917). This method was employed since the study seeks the opinions and facts from the target population. Descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individual (Orodho, 2012). Survey is important in research and has been found to be

effective in describing characteristics of the population under study (Fraekel & Wallen, 2017).

The study employed mixed research approach (qualitative and quantitative) in order to gather the necessary data to answer the research questions. The qualitative approach was used to obtain the views, experiences and beliefs of both students and teachers on the factors influencing students' performance in English language. Shank (2002) notes that the role of qualitative research is to help the researcher to understand a particular social situation, event, role, group or interaction. Quantitative approach was also used to show similarities and differences between the responses from the 4 Senior High Schools. The quantitative approach involves counting and measuring events and performing the statistical analysis on a body of numerical data (Shank, 2002).

3.2 Research sites

Students and English teachers within the Ketu South District of the Volta Region of Ghana were involved in the study. Students from Three Town Senior High School, Denu, St. Paul's Senior High School, Denu, Somey Senior High School, Agbozume, and Klikor Senior High Technical School, and their English language teachers were selected for the research. These schools were chosen because the researcher comes from the district and even schooled there so access to the schools did not pose a challenge hence, data collection could be easily accessible.

3.3 Population and sampling

Population refers to the empirical units such as person, objects, or occurrences used for the study. The target population is considered to be the populace from which, information is to be obtained (Ngechu, 2004). Mugenda and Mugenda (2003) also observe population as the entire group of individuals, events or objects having

common observable characteristics. For the purpose of this study, the target population constitutes forty (40) teachers of English Language, including heads of departments of English Language and two hundred (200) students of the four public Senior High Schools in the Ketu South District. It was chosen because of time availability of data since the researcher comes from the district. Bless and Higson-Smith (2017) define a sample as a sub-set of a population which must have properties which makes it representative of the whole. In addition, Bryman and Bell (2013) explain sample as the population that is selected for investigation. Samples involve collecting information from a portion of the larger group, and on this basis, infer something about the larger group. A representative sample is crucial to quantitative research and must reflect the population accurately so that inferences can be drawn.

The total population of the students in each of the secondary schools is more than 1000 and the teachers of English in these schools are also more than 50 in total. The sampling technique which was used is random sampling because the population was known and each member of the population had equal opportunity of becoming part of the study sample. The selected process was as follows: First, the population was defined, all members of the population were listed and the study sample members were selected using the lottery procedure. This involved the selection of the random sample from the sampling frame by asking them to voluntarily come out to be part of the sampling. The sample size of 200 students was chosen from the four schools (50 from each school) and 40 teachers, including the heads of the various departments. Therefore, the sample size for this study was 200 students and 40 teachers.

3.3.1 Background information on students and teachers

Thus information regarding students and teachers by gender, students by school types and category, number of siblings, teaching experience and teaching load was established.

3.3.1.1 Gender characteristics of students and teachers English

This was important to ascertain if it has any influence on the way students were learning. Table 3.3.1 summarises the gender characteristics of the respondents

Table 3.3.1. Distribution of students and teachers' gender

Respondents characteristics	Category	Frequency	Percentage (%)
Students	Male	97	48.5
	Female	103	51.5
Total		200	100
Teachers	Male	22	57.9
	Female	16	42.1
Total		38	100

Table 3.3.1 shows a total of 200 students and 38 teachers selected from the four schools. Of these, 48.5% students and 57.9% were male while 51.5% students and 42.1% of teachers were female.

3.3.1.2 Students' distribution by school type and categories

The study intended to gather data from students in all categories and types of schools in the Ketu South district. Table 3.3.2 shows reports on the various types of school in the district. The gender-based school type was critical in the study.

Table 3.3.2. Students' distribution by school types

Type of school	Frequency	Percentage (%)
Mixed Boarding and Day	150	75
Boys' Boarding and Day	50	25
Total	200	100

Table 3.3.2 shows that 75% students were mixed boarding and day school while 25% students were from boys' school. Most of the students were therefore enrolled in mixed day and boarding schools probably because of the proximity of the school to their homes. The study revealed that all the schools have boarding facilities but host few of the students. Therefore the study revealed that the majority of the students were from mixed boarding day and for that matter most of them were day students.

3.4 Data collection instruments

The researcher used three instruments to assist in data collection. The researcher used self-administered questionnaire, interview and observation as the data collection instruments. Questionnaire is a research instrument that gathers data over a large sample as reported by Kombo and Tromp (2006). The questionnaire comprised open- and closed-ended questions in order to give the respondents room for airing well thought information adequate to base good judgment on. According to Gay, Mills and Airasian (2009), a questionnaire is useful in collecting data if well structured. Questionnaires are instruments for data collection that are defined to elicit written responses from the subject in the study. The advantage of using the questionnaire is that the data obtained are easy to process and analyse statistically (Saunders et al, 2012).

Maykut and Morehouse (1997) describe an interview as a purposeful interaction in which one person obtains information from another. Face-to-face

interviews were also done during the research period. A semi-structured was utilized for this purpose. A semi-structured interview is a method that has been described as the oldest and most respected conversation which has a purpose (Lincoln & Guba, 2015). Interviews were also held with some teachers and heads of departments and students during which additional qualitative information were obtained.

Observation method is a direct method that allows the researcher to be in the field. The data is obtained by using sense organs (Kano, 2015). It is the way which allows the researcher to be presented physically during the process of data collection (Kothari, 2009). Kothari adds that the method has no bias compared to questionnaires and the information is found in natural environment. However, Kothari (2009) argues that the method is very expensive. It is used to obtain information that may not be accessed through other tools of data collection; and is also a used for cross checking information obtained from other tools. The researcher used non-participatory observation to observe a teacher just to confirm an interview result. Teaching methods was the factor observe.

Table 3.4. Summary of instruments

Instruments	No. of students	Total no. administered	No. of teachers	Total no. administered	No. of schools	Type of data gathered
Questionnaire	200	200	38	38	4	quantitative
Interview	40	40	8	8	4	qualitative

3.5 Data collection procedure

Prior to the commencement of data collection, the researcher send a letter of permission to the selected schools and requested them to participate in the study. Afterwards, the purpose of the study was made clear to the respondents. For confidentiality, no names of the respondents were used in the questionnaire. The distribution of the copies of the questionnaire, as well as the conducted of the

interviews, was done between the months of December 2018 and January 2019. By the end of the period, the researcher had been able to retrieve all the 200 copies distributed to the students, representing 100% of the total. Also, out of the 40 copies of questionnaire distributed to the teachers and heads of departments, 38 were retrieved representing 98% of the total number. The researcher was also able to interview 40 students out of the 200 and 8 teachers, including departmental heads. Additionally, 3 teachers were observed to confirm some interview results.

3.6 Data analysis

According to Kombo and Tromp (2006), data analysis is the examination of what has been collected in the survey in order to make deductions and inferences. The data were analyzed by using Statistical Packages for Social Sciences (SPSS) version 20 software. The analysis included tabulation and computing frequencies and percentages. The data was integrated with qualitative data. SPSS software was chosen because it had the potential to help the researcher to analyze data quickly in different forms so as to make comparison. For the purposes of this research, a total of 40 students and 8 teachers, including heads of departments, were interviewed from the four schools. Both teachers and students were not limited to any time to be interviewed. The researcher was only given a maximum of three hours to finish with both students and teachers in each school. Each teacher was interviewed once, for between twenty and 30 minutes. The interview was to complement the questionnaire in order to have more information, especially about their attitudes toward English language. Their opinions and views, in addition to experiences with the English language, were accepted. An interview guide with prepared questions was used to ensure that all areas of the topic were exhausted. The interview guide was also piloted

ahead of time to ensure that the questions conveyed the right meaning and that the questions elicited the desired information.

Piloting is testing a scheme or project before introducing it more widely. The pilot study was done in two schools in the Ketu South District, which did not form part of the population for the study. Interview questions designed for the study were also administered to 2 teachers of English and 6 students a month prior to the actual study. Mugenda and Mugenda (2003) argue that conducting a pilot study is important before the main study. It helps the research in checking the suitability and the clarity of questions on the instruments designed, relevance of the information being sought, the language used and the content validity of the research instrument. Data collected analysed from the pilot study enabled the researcher to gain insight into the nature of expected results after the study is completed. It also helped the researcher to identify gaps in the instruments in relation to the research objectives and how to correct them prior to the study. All the information obtained from the pilot was not part of the final study.

The interview was recorded to make it easier to analyze and work with. It also made it easier to ensure accuracy of the transcripts. The interview included questions regarding the students' attitude towards the English language, their opinions about how English is taught and how English is used and taught in the school. The interview was ended with an open question where the interviewees could add any other information they deemed worthy the researcher should know. The reason for adding interviews to the questionnaire was to be able to triangulate the results. It also gave the researcher the opportunity to ask probing questions that were otherwise not captured by the questionnaire. Although the questions were prepared prior to the interview, they were relevant to the observations. The interview also gave the teachers

the opportunity to reveal their worries as well as important information they deemed necessary to share with the researcher. The interviews were carefully analyzed and transcribed according to themes.

3.7 Validity and reliability of instruments

Validity is the extent to which a concept, conclusion or measurement is well-founded and likely corresponds accurately to the real world. Kombo and Tromp (2006) define validity as the best available approximation to the truth or falsity of a given inference, proposition or conclusion. Mugenda and Mugenda (2003) also explain that content validity is the degree to which data collected using a particular instrument represent a specific domain of indicators or context of particular concept. With the help of the researcher's supervisor, the questionnaire and interview questions were analyzed for content, construct and face validity. Some corrections were made and the final versions were printed out and administered.

3.8 Ethical considerations

Ethical issues in conducting research are informed consent, beneficence- Do not harm, respect for anonymity and confidentiality, respect for privacy. According to Armiger (1997), informed consent means that the participant knowingly, voluntarily and intelligently, and in clear and manifest way, gives his consent. Free and informed consent need to incorporate an introduction to the study and its purpose as well as an explanation about the selection of the research subjects and the procedures that will be followed. The researcher must also describe any physical harm or discomfort, any invasion of privacy any threat to dignity as well as how the subject will be compensated in that case. The researcher must inform the subject about the methods which will be used to protect anonymity and confidentiality and indicate person with whom they can discuss the study. The interest of the subject must always prevail over the interest of society and science. Based on this, the will of the subject must be

respected at any cost for the research. Sapsford and Jupp (2006) explain an ethical act as “doing no harm” to research participants and the researcher must obtain the participants’ informed consent.

First, the researcher discussed the intention to conduct the research through telephone calls. Letters were then sent to the heads of departments of the selected schools informing them of the date the researcher would be in their schools. The purpose of the study was explained to the respondents and they were notified of how the information would be used. During the data collection process, the interviewees were informed of their right not only to talk in confidence, but also to refuse to allow publication of any material that they thought might harm them in any way. Respondents were also assured of their privacy, confidentiality and anonymity. When presenting the results, both students’ were represented with numbers because they were not asked to write their names in order to protect their privacy.

3.9 Conclusion

This chapter has provided details of the method used in conducting of the research. These include research design, data sources, population and sampling, sampling size of the study, sampling techniques, instruments and procedures for data collection, have also been explained. Data analysis, validity and reliability, have also been discussed. The next chapter presents the results from the analysis of data collected.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

The discussion of results obtained from the data analysis is presented in this chapter. The section describes in detail factors influencing students' performance in English language in the selected Senior High Schools in the Ketu South District of the Volta Region of Ghana. The analysis delved into the influence of quality of teaching, availability of teaching and learning materials and resources, home background and school climate on performance in English in the four selected Senior High Schools in the Volta Region of Ghana. The interview and the questionnaire results indicated that quality of teaching based on teaching load, teacher qualification, teachers attitude to teaching are factors that will influence performance in English. The availability of teaching and learning materials and resources has also been identified as a factor that will influence performance in English. Additionally, home background and school climate based on lack of parental involvement in their children education, lack of motivation and students and teachers attitude were also identified as factors that will influence performance in English. Likewise, results from frequency use of language and methods of teaching also revealed that they are also factors that will influence performance. The findings were presented starting with quality of teaching, followed by the teaching and learning materials and resources, then home background and school climate. This was done in tables and discussions based on the inferential statistical analysis.

4.1 Quality of teaching

Quality teaching is doing whatever it takes ethically and responsibly, to ensure that your students learn and that they leave your unit with a passion for learning. Darling-Hammond (2010) explained that, teaching quality is in part a function of quality teacher and also strongly influenced by the context of instruction. “Teaching quality refers to strong instruction that enables a wide range of students to learn “(PP3). He further explained that strong instruction should meet the needs of discipline, learning objective, and the needs of learners in a given context. This implies that a quality teacher may be successful in a context where there is a mismatch between the demands of the situation and teacher knowledge and skills. This section discusses the responses from both teachers and students. The discussion is based on teacher qualification, teaching experience, average class size, teaching load and teaching.

4.1.1 Teachers’ academic qualification

The teachers were requested to indicate their qualification to better understand how their qualification influenced their performance and the performance of the students. Table 4.1.1 summarises the various qualifications of the teachers of English language.

Table 4.1.1. Teachers’ academic qualifications

Academic qualification	Frequency	Percentage
Bachelor in English	12	31.6
Bachelor in French	10	26.3
Bachelor in Ghanaian language	14	36.8
Bachelor in Guidance and Counseling	2	5.3
Total	38	100

It was confirmed from the analysis that 31.6 % had degree in English Education, which is related to the subject they are teaching so is believed that they have the subject matter content. A total of 26.3% had degree in French. This does not have direct bearing on the English language but it can be considered because they have taken a course in *Introduction to Linguistics* as a general course and *Language Methodology* which are actually similar to those studied by English students. Also, 14 teachers representing 36.8% had a degree in Ghanaian Language Education. This also does not have direct bearing on the subject they are teaching but they have the same experience as those who have degree in French Education. In addition to these, 5.3% had degree in Guidance and Counseling. This is a different area in the sense these teachers have not offered any Linguistics course and the teaching methodology is also different from what pertains in the languages programmes.

Based on the arguments of Goe (2007), the qualification of the teacher is vital as it is used as an indicator in the assessing the quality of the teacher. Therefore a majority of the respondents had achieved the minimum requirement for teaching in secondary schools. Even though all the teachers had degree yet they had them in different areas. When we talk of subject matter or area of specification, only 31.6% of the teachers were qualified to teach the English language as argued by Goldhaber and Brewer (1996) in a study which revealed that the impact on student achievement was seen best when teachers had degrees in subject similar to the subject area they taught, implying that teachers who pursue subject- specific degrees or advanced degrees in the subject they taught would strengthen their subject matter knowledge which would positively impact student achievement.

On the other hand, it can be argued that teachers with degree in French and Ghanaian language have the language background because of the introduction to

linguistics, phonetics and phonology they did as part of their courses at the university yet it does not guarantee the knowledge of the subject matter. It will have to do with experience, dedication, commitment and hard work to achieve the performance goal when it comes to subject specialization. With respect to teachers with Guidance and counseling background, it will be difficult to achieve this performance goal since their knowledge is totally different from language. They may have the requisite knowledge but may lack the pedagogy.

Goe (2007) also concluded that learning of English in the primary school appears that those teachers having stronger knowledge in English produce better student achievement as compared to those teachers with less knowledge. An interview granted by the heads of departments indicated that even though there are some teachers with degrees in other areas apart from English, they have the requisite knowledge in teaching the English language. Wenglinsky (2003) notes that subject matter knowledge is vital in the production of better results in English language. Therefore, teachers need to continuously be updated on current trends in English language and have thorough knowledge of the subject and experience in order to deliver well. The researcher took the time to observe some of the teachers to confirm the statement the heads of departments made about their knowledge ability. It was observed that some of the teachers really had the knowledge but lacked the methodology. It was noticed that they were not aware of the English teaching methods. This indicates that even though there was quality content delivery, these teachers had problems with the methods of delivery which has the potential of negatively influencing performance in English language.

4.1.2 Teaching experience

The number of years teachers had been in the profession was established based on their responses to the questionnaire. Table 4.1.2 presents the results regarding this item.

Table 4.1.2. Teaching experience of teachers of English language

Experience	Frequency	Percent
More than 10 years	16	42.1
5-10 years	15	39.5
2-5 years	5	13.2
Less than 2 years	2	5.3
Total	38	100.0

Table 4.1.2 shows that 16 (or 42.1%) teachers had taught for more than 10 years and 15 (or 39.5%) have also taught between 5-10 years. This implies that most of the teachers have experience in the profession. The Center for Public Education (2007) suggests that teaching experience, typically five years or more, produces higher student results. Gorman (2005) also reports that teachers with more than five years in the classroom seem to be most effective. It is true that „experience is the best teacher“ as the saying goes, however, it is not always true in all cases because teaching is an art, dedication and commitment. It can be argued that the number of years one has spent on the job may or may not guarantee one to be knowledgeable in one’s subject area as far as Senior High School teaching is concerned. The table also indicates that 5 (or 13.2%) of the teachers had between 2-5 years’ experience while 2 (or 5.3%) had less than 2 years. This result suggests that (18.5%) had below 5 years’ experience in teaching at the Senior High School level.

Kane et al (2007) studied teachers in New York City and concluded that “teachers make long strides in their first three years, with very little experience-related improvement after that” (p. 64). Although there are teachers who may perform extremely well with little experience, it may not pertain to all areas. Concerning this research, students interviewed confirmed that teachers with less number of years do not do well as compared to those who have been in the system for more years. A student remarked:

Some of the teachers do not explain things in detail as the old teachers do.

Madam, new teachers need to learn from the old teachers.

These findings indicate that majority of the teachers had adequate experience to guarantee good results among students. The observation actually confirmed that it is not all the new teachers who are less effective. Some did better than some teachers with experience. Moreover, the interview granted by the heads of departments shows that the majority of the teachers had experience in the profession. As such, they have the requisite knowledge in teaching the language. A head of department remarked:

I did French but I am the head of department. It is my experience that has brought me far. I can testify that most of the teachers are doing well. Is only one teacher who came recently from Legon with Linguistics who I have a little problem with but he always accepts his mistakes and quickly does the necessary corrections.

In view of these, it can be concluded that teaching experience may not be a major factor as far as teaching and learning are in the four schools studies.

4.1.3 Average class size

The study also sought to find from the teachers the average class size they teach. Digest (2000) notes that research has consistently found that teachers do not

significantly change their teaching practices when they move from larger to smaller ones. In the study, teachers reported that smaller classes increase their ability to monitor student behaviour and learning and give more exercises immediate and individual re-teaching. They also offer more enrichment, achieve a better match between their instruction and each child's needs as a learner, and use a variety of instructional approaches to meet learners' needs. Table 4.1.3 reports on teachers' and students' responses on the average number of students in their classes.

Table 4.1.3. Average class size

Class size	Teachers' responses Frequency (%)	Students' responses Frequency (%)
30 - 40	6(15.8)	18(9.0)
41 - 50	3(7.9)	15(7.5)
51 - 60	18(47.4)	119(59.5)
61 -70	7(18.4)	28(14.0)
71 - 80	4(10.5)	20(10.0)
Total	38(100.0)	200(100.0)

As indicated in Table 4.1.3, students' and teachers' responses recorded that 9% and 15% of teachers taught an average class of between 30 and 40. This size can be considered optimum since the statutory class size in Ghana is between 30 and 35. The responses show that there is agreement between teachers and learners. For example, students' responses indicated that 91% of the teachers taught an average class of between 41 and 80 and teachers' responses also indicated that 84.2% of teachers taught between 41 and 80. This means that the teachers of the four schools were loaded and this does not promote effective teaching and learning. As indicated by Zietz and Cochran (1997), an increase in class size beyond 30 students had a negative impact on classroom test. They indicated that large classes are less likely to

make compositions and oral presentations while teachers are more likely to mark students with multiple choice-exams and tests. They further explained that teachers generally use lectures as the only method of teaching in large classes, contrary to teaching small classes which are more interactive and more appealing and individualized with the great personal involvement. Studies also revealed that teachers who taught in classes of above 40 students would have their efficiency negatively affected because it may not be possible to pay attention to individual students in such large classes. The teacher will also not deliver well because of tiredness. This assertion was confirmed in the interview granted by the students. A student remarked:

When madam comes to our class, she sits down to teach which makes the class so boring in such a way that some of the students sleep during the lesson. When she realizes that people are sleeping, she would then say if you want to sleep then let us all sleep because I am already exhausted.

According to the students, the teacher teaches more than two classes before getting to their class so she is always tired before getting there. Wako (1995) in his study on basic indicators of educational systems performance observes that pupil-teacher ratio is one of the most common indicators of planning. He further argues that a low number of pupils per teacher indicates that pupils will have better chances of contact with the teacher and hence better teaching/learning process. It is obvious that class size is a factor that can influence students' performance in English because of the mass admission of students in the secondary schools in the name of free SHS. The large numbers admitted is negatively affecting both teachers and students.

4.1.4 Teaching load

Teachers were required to indicate their teaching load so as to investigate their ability adequately to handle the subject syllabus. Table 4.1.4 presents the results.

Table 4.1.4. Teaching load

Teaching load	Frequency	Percentage (%)
Between 5 – 10	1	2.6
Between 11 – 15	2	5.2
Between 16 – 20	31	81.7
Between 21 – 25	4	10.5
Total	38	100.0

Table 4.1.4 shows that majority, 31(or 81.7%) of the teachers had a teaching load of between 16 - 20 lessons, 4(or 10.5%) had between 21 - 25 lessons. This indicates that most teachers were loaded with too much work and this affects performance. We also see that 2 (or 5.2%) had between 11 - 15 lessons, and 1(or 2.6%) had between 5- 10 lessons. Out of 38, only 7.8% of the teachers are not loaded with more lessons in a week. This shows that even though most of the teachers had the right qualifications, they had less time to have interactions with the students as most of their time is spent on content delivery. Perry (1995) intimates that teaching load affects teachers' performance. He argues that when teachers experience too many demands on their skills and attitudes, they become irritated and confused, affecting their commitment and performance. From this, it can be concluded that work load is a major factor that can negatively influence performance.

4.1.5 Teaching

Analysis was done to ascertain the respondents' perceptions with regard to how quality of teaching influences students' performance in English language. The distribution of responses in frequencies and percentages across the Likert scale are established. The findings are presented in Table 4.1.5.1.

Table 4.1.5.1. Students' responses on quality of teaching (N=200)

	In my English classes	Never	Once a term	About once a month	About once a week	Nearly every lesson
A.	I write compositions	26 (13.0)	31 (15.5)	43 (21.5)	90 (45.0)	10 (5.0)
B.	I read English set books	13 (6.5)	39 (19.5)	25 (12.5)	83 (41.5)	40 (20.0)
C.	We do assignments	3 (1.5)	24 (12.0)	78 (39.0)	88 (44.0)	7 (3.5)
D.	We have class discussions in groups	3 (1.5)	24 (12.0)	78 (39.0)	88 (44.0)	7 (3.5)
E.	We do have class debate	95 (47.5)	58 (29.0)	28 (14.0)	17 (8.5)	2 (1.0)
My Teacher(s)						
F.	Marks our work and gives it back quickly	32 (16.0)	14 (7.0)	23 (11.5)	57 (28.5)	74 (37.0)
G.	Uses language that is easy to understand	20 (10.0)	19 (9.5)	8 (4.0)	29 (14.5)	124 (62.5)

It was established that half of students indicated that they do not often write composition while the other half noted that they often do so. The results indicated that half of the respondents were in the agreement that they write composition often while the other half were in disagreement. Students' interview confirmed that they do not write composition often. Students from a particular school complained that they were not given any essay to write in SHS 1 and 2. They further explained that they were given one in SHS 3. They indicated that this became possible because they were lucky to have another teacher who was able to give them the essay to write. A total of 61.5% indicated that they read their set books often while 38.5% said they do not read any English set books. This implies that the majority of the respondents were in

agreement that they read their set books often. They also confirmed from the interview that they have been reading but the teachers' interview indicated that students have not been reading hence the poor performance in English. Furthermore, 52.5% of students said they do not have class discussions often while 90.5% disagreed that they do class debate often. Students learn best or comprehend well when they discuss and debate with their peers. This helps to develop their critical thinking ability which surely improves their proficiency in English. However, the results indicated that the four schools lack these activities which are likely to affect performance.

The study sought to establish the responses on each element of teaching quality. The means and standard deviations of responses were established to help the researcher derive inferences. The findings from the analysis are as demonstrated in Table 4.1.5.2.

Table 4.1.5.2. Students' perception on quality of teaching

	N	Mean	Std.Dev.
I write compositions often	200	2.55	1.060
I read English set books	200	3.55	1.133
We do assignments	200	4.20	1.893
We have class discussions	200	3.39	1.318
We do have groups discussions	200	2.69	1.305
We do have class debates	200	1.87	1.016
My teacher marks our work and gives it back quickly	200	3.64	1.443
My teacher uses language that is easy to understand	200	4.09	1.393

The respondents agreed that they do assignments often, teacher uses language that is easy to understand and teachers mark their work and gives it back quickly. All these

responses had mean values of around 4, indicating that they largely agree to those statements. This means that these activities help in improving performance. However, not all the respondents agreed that they read English set books and have class discussions. This is seen in the mean values of around 3, suggesting that the level of agreement is not all that strong. Also, respondents highly disagreed that they write composition often, have class debates often, and do have group discussions.

As stated earlier that students learn and easily understand among the peers, responses show that these attributes are non-existent in the four schools studied. Writing is critical to students' success. In education, teachers ask students to compose texts to demonstrate, support, deepen their knowledge and understanding of themselves, their relationships, and their worlds (Bangert-Drowns, Hurley, & Wilkinson, 2004; Graham & Hooley, 2008; Keys, 2000; Alderman, 2008; Sperling & Freedman, 2001). The mean values averaging around 2 and below indicate that the students disagreed with only three of the items and agreed with the rest. This indicates that respondents largely agree in most of their responses. These results are illustrated on Figure 4.1.5.1.

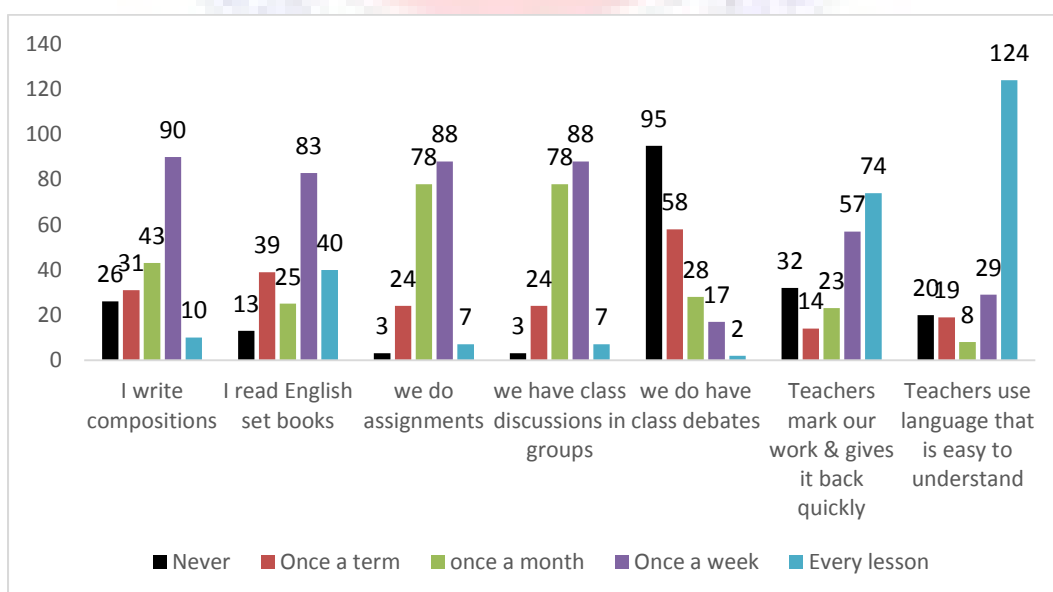


Figure 4.1.5.1. Students' responses on quality of teaching

Regarding teachers' responses to quality teaching of English, the findings from the analysis are shown in Table 4.1.5.3.

Table 4.1.5.3. Teachers' responses on quality of teaching

In my English classes, I	Once a term	About once a month	About once a week	Nearly every lesson
A. ... ask students to write compositions	8 (21.1)	22 (57.9)	8 (21.1)	0 (0.0)
B. ... supervise students' reading of English set books	1 (2.6)	0 (0.0)	24 (63.2)	13 (34.2)
C. ... mark their work and give it back quickly	1 (2.6)	0 (0.0)	13 (34.2)	24 (63.2)
D. ... use language that is easy to understand	0 (0.0)	0 (0.0)	1 (2.6)	37 (97.4)

It was observed that 57.9% of the respondents agreed that they ask students to write compositions monthly while 21.1% agreed that they write almost every lesson. A total of 21.1% also agreed that they write composition once a term. It can be seen that the frequency with which teachers let their students write composition is very low and thus woefully inadequate for effective academic work. On the other hand, teachers further strongly agreed (97.4%) that they supervise students' reading of English set books. They also strongly agreed (97.4%) that they mark their work and give it back quickly while all of them agreed that they often use language that is easy to understand.

Comparing students' responses to those of their teachers, it is easy to determine that it is not always that both teachers and students agreed about the same rate on the same items. This means that while students, who are the receivers of teachers' service, try to portray the true state of affairs regarding their English language lessons, their teachers may only be interested in painting a nice picture of

themselves as effective teachers. In the interview, students clearly indicated that teachers do not supervise their reading. A student remarked:

Any time we have library reading, we sit in the classroom to do our own thing.

Most of the students play around, some of us read while others sit and talk. No teacher supervises us.

Okendu (2012) explains that instructional process helps a lot in improving the academic performance of students. This is because supervision of instruction aims at enhancing teaching and learning through proper guidance and planning, and devising ways of improving teachers professionally. This invariably aids them to release their creative abilities so that the instructional process would be improved and well-articulated through that process. Since the students are denied of this opportunity, the performance will negatively be affected. The study further established teachers' perceptions in regard to quality teaching. The means and standard deviations were established to enable the researcher to draw inferences from the findings. The results are presented in Table 4.1.5.4.

Table 4.1.5.4. Teachers' responses on quality of teaching

	N	Mean	Std. Deviation
I ask students to write composition	38	3.00	.658
I supervise students reading of English set books	38	4.29	.611
I mark their work and give it back quickly	38	4.58	.642
I use language that is easy to understand	38	4.97	.162

Although the mean values for the second, third, and fourth items show a high level of agreement among the teachers, students' responses did not show these levels of agreement with their teachers. Based on the means of the students, it is clear that

the activities are not often done. As already mentioned, if these activities and strategies are not done as frequent as they need to be, it can negatively affect students' performance in English language. According to Kennedy (2007) and Zare and Othman (2013), the use of debates provides students with a mastery of content and development of critical thinking skills and communication skills. Nunan (2006) also observes that teachers' attitude about writing and teaching methods affect students' attitude. The interview granted by the students confirmed their mean results as they stated that the teachers do not give them compositions to write although they always write composition in their terminal exams. A student from a particular school remarked:

Madam, we have not written any essay when we came to form one and two until we came to form three and a new teacher is given to us. Apart from our new teacher, other teachers are not ready to help us. When you write an essay and give to them to correct, they will tell you what you have written is too much which put us off.

The teacher who tries to understand students' emotions such as interest, fear, and worry, supports students' social activities, appreciates, approves of and compliments them for activities he/she finds of value will make the students feel that they are being thought of, loved and aided, and that the teacher is working for their good. Students of successful teachers will, taking the teacher as a role model, be considerate of others, maintaining good relations and positive attitudes (Basaran, 1994). Price and Nelson (2007, p. 53) maintained that "using various strategies keeps ESL students engaged, making them more likely to learn, retain and process the information presented". This will help learners to acquire the necessary skills in the second language in order to maintain full and active participation in language

activities. Based on interview on the strategies and methods used in teaching, a teacher also said he uses the direct method in teaching his lessons. He reported:

I decided to use direct method to avoid the use of the L1 because I have observed that they always want to use the L1 if they know you use it. I make sure I do any explanation I need to do in the L2.

During the students' interview, students mentioned the very teacher that he teaches them well. According to the students, he was the only teacher who gave them an essay to write since they came to the school.

The researcher took her time to observe the teacher later to be sure of his methods of teaching and how it benefits the students. The observation revealed that even though the class was lively, few of the students were not participating fully. It was dictated that those who were participating fully were the students who were from Accra and other places apart from areas close to the school. This means that indigenous students were disadvantage of his method which will affect performance. Annor (1997) explained that the skillful teacher adopts several methods during the same lesson to avoid monotony.

It can therefore be concluded that teachers' attitude towards the teaching of English will contribute to poor performance. The results were as illustrated on the Figure 4.2.5.2.

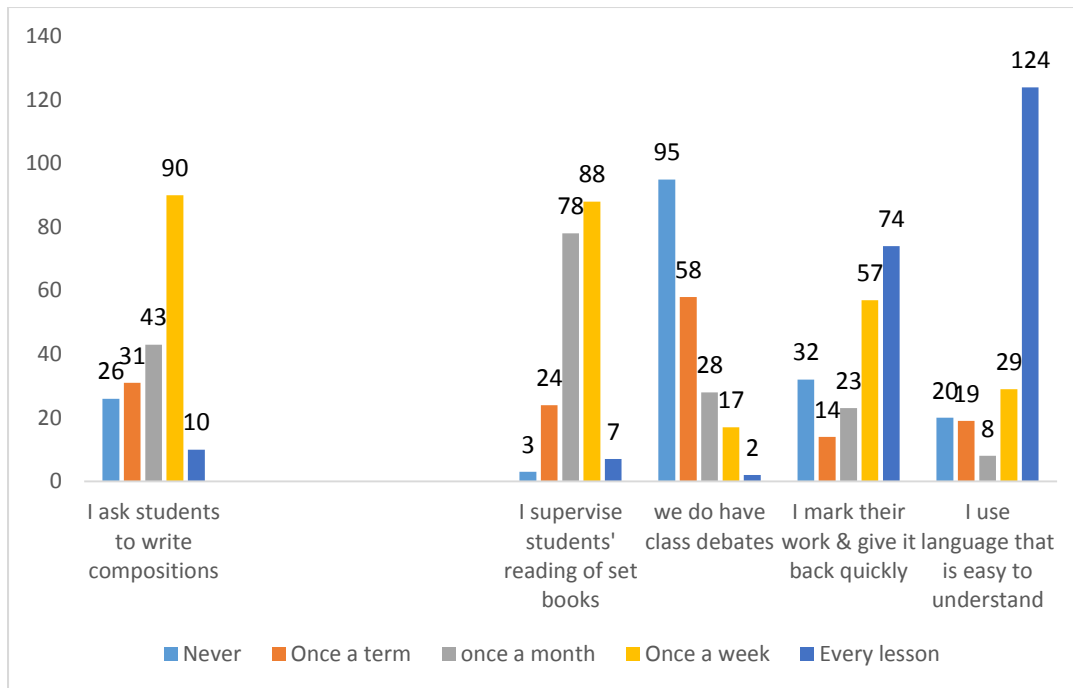


Figure 4.3.5.2. Teachers' response on quality of teaching

4.1.6 Summary

This section has discussed students' and teachers' perceptions on the quality of teaching as a factor that is perceived to affect students' performance in English language. The data from the students' and teachers' questionnaire were presented alongside the interviews and observations. The means and standard deviations were established to enable the researcher to draw inferences from the findings. The results were illustrated on charts. The results revealed that class size and teacher qualification can be a factor that will influence students' performance in the studied schools. Additionally, teaching experience cannot be a significant factor but rather teaching, based on the results will be a very significant factor which will affect students' performance in English.

4.2 Availability of teaching and learning materials and resources

Teaching and learning resources are resources that help or assist the teacher with the presentation and transmission of educational objectives, whilst aiding

students in acquiring knowledge and profiling different abilities and values. Farrell (1993) writes that a teaching and learning resource is any support material available for use by the teacher in the class and a reading material for children. Creemers and Reezigt (1996) and Kyriakides (2008) also note that resources help the teacher to organize and manage the classroom environment as an efficient learning environment and thereby maximize engagement rates. It is on this note that the researcher sought to find out whether teaching and learning resources/materials are factors that can influence the performance of students in the four schools. This section discusses the findings regarding students' and teachers' views on the availability of teaching and learning materials or resources.

Table 4.2.1. Students' responses on availability of TLM/TLR

Availability of resources/materials	N	D	A
Class textbooks are adequate for English	199	43(21.5)	156(78.0)
We have access to revision books in English	200	140(70.0)	60(30.0)
The school has adequate number of English reading books	200	111(55.5)	89(44.5)
We have adequate number of set books	200	118(59.0)	82(41.0)

It is observed that a majority of the respondents (78%) agreed that class textbooks are adequate for English. Based on this result, it would be assumed that the students had adequate textbooks. However, the interview with students and teachers revealed that they do not have adequate textbooks. This might be because the students

did not read the item well before choosing the options. During the interview, a student remarked:

We do not have textbooks, we were billed for a book when we came to SHS one (1) but have not received the book up till now.

On the other hand, the respondents disagreed (70%) that they have access to revision books in English, and also disagreed (55.5%) that the school has adequate number of English reading books. The results indicate that the students' performance is likely to be affected since they do not have enough teaching learning materials. Similarly, almost two-thirds of the students (59%) disagreed that they have adequate number of set books. With respect to students, textbooks provide an orientation to their learning programme, helping them understand what they will be studying, in what sequence, and how much material needs to be covered in the course of their learning (Hutchinson & Torres, 1994). This points out that students' performance will be affected since they do not have the materials to help them understand what they will be studying in sequence. Based on these responses, the conclusion is that non-availability of teaching and learning materials or resources will contribute to poor performance and hence presents a negative factor.

The study further established students' perceptions with regard to teaching and learning material/resources. The means and standard deviations were established to enable the researcher to draw inferences from the findings. The results are presented in Table 4.2.2.

Table 4.2.2. Students' perception on availability of TLMs

	N	Mean	Std.
Class textbooks are adequate for English	200	2.90	1.494
We have access to revision books in English	200	2.59	1.338
The school has adequate number of English reading	200	2.99	1.467

We have adequate number of set books	200	2.77	1.462
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The analysis demonstrates that students largely disagree that class textbooks are adequate for English. It also shows that students do not agree that they have access to revision books in English or the school has adequate number of English reading and set books. There was greater disagreement in responses for all the statements registering standard deviation values greater than 1 in all cases, meaning that the lack of teaching learning materials and resources is a factor which will affect students' performance in English. The results are further illustrated in Figure 4.2.1.

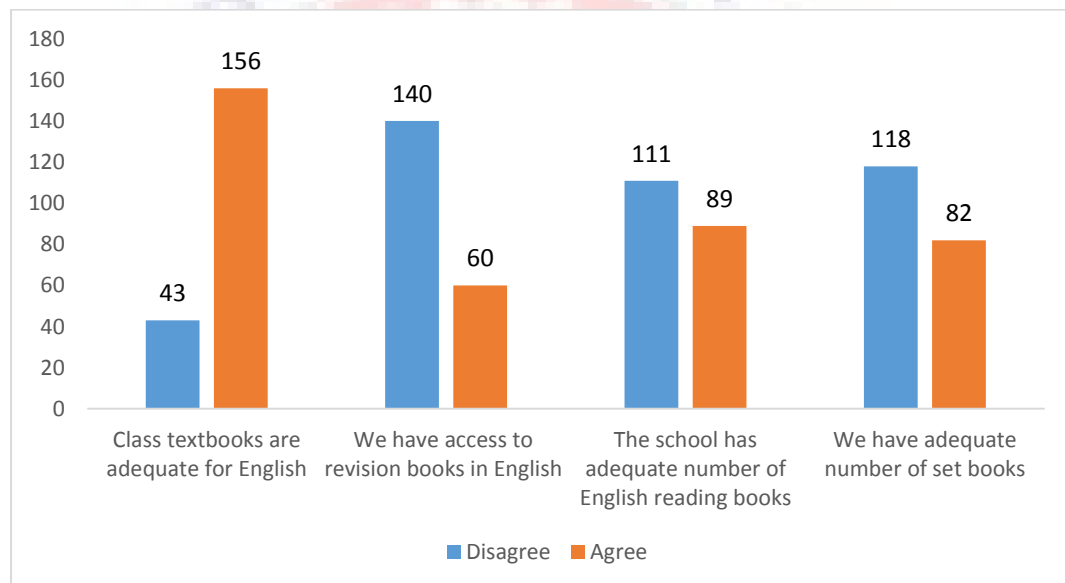


Figure 4.2.1. Students' responses on availability of TLMs

On the other hand, results of teachers' perceptions regarding teaching and learning materials are as depicted in Table 4.2.3.

Table 4.2.3. Teachers' responses on availability of TLMs/TLRs

Availability of TLM/TLR	N	D	A
Class textbooks are adequate for English	38	28 (73.7)	10 (26.3)
The school has adequate number of English readers	38	31 (81.6)	7 (18.4)
The recommended set books are adequate for each students	38	28 (73.7)	10 (26.3)
I am satisfied with the schools' support in the teaching and learning of English	38	16 (42.1)	22 (57.9)

The findings indicate that teachers disagreed (73.7%) that class textbooks are adequate for English. In this case, students agreed they have text books but indicated in the interview that they did not have textbooks as already explained. They also disagreed (86.8%) that there are enough teaching and learning aids for English. A research conducted by Al-Akahalifa (1994) shows that while learning, we remember 10% of what we read. He further notes that we remember 20% of what we hear, 30% of what we see, and 50% of what we hear and see. Finally, 70% of what we say and 90% of what you say and do are the things we remember in the classroom. Therefore it is essential that teachers filter the learning experiences through multiple sensory avenues or sensory gateways - eyes (see), ears (hear), nose (smell), tongue (taste), and skin(touch). He also explains that messages coming in through multiple sensory channels are understood and retained better. He added that teaching aids are the tools available to teachers to provide multiple sensory experiences and to carry out the teaching and learning process effectively and efficiently.

However, the results indicate that teachers of the four schools do not have access to these aids and this surely leads to poor performance in English. They disagreed (81.6%) that they have adequate number of English readers and disagreed

(73.7%) that the recommended set books are adequate for each students. The students' responses also indicate that the four schools do not have adequate teaching learning materials. On the other hand, about half of the number (57.9%) agreed that they are satisfied with the schools' support in the teaching and learning of English. This means that the school management is doing everything possible to support teachers with their necessary needs to enhance teaching and learning. The study also sought for teachers' views on teaching and learning TLMs/TLRs. The means and standard deviations were computed and are presented in Table 4.2.4.

Table 4.2.4. Teachers' perceptions on TLMs/TLRs

	N	Mean	Std. Dev.
Class textbooks are adequate for English	38	2.79	1.069
There are enough teaching and learning aids	38	2.47	.893
The school has adequate number of English reading books	38	2.89	.831
The recommended set books are adequate for each student	38	2.92	1.050
I am satisfied with the school's support in the teaching and learning of English	38	3.45	.724

The analysis suggests that teachers disagreed that class textbooks are adequate for English and also disagreed with the assertion that there are enough teaching and learning aids. The findings indicate that both teachers and students have similar views regarding the availability of teaching and learning materials/resources. It is clear from the findings that the availability of teaching learning resources is a factor that will negatively influence students' performance in English. Interview granted by the students also show that they lack the teaching learning materials/resources. One student claimed that:

We have not been doing oral English practical lessons because the machines for the lessons are not there.

During the interview, teachers reported that teaching and learning materials are not enough for the students. These are textbooks, exercise books and other resources for teaching oral English. They indicated that two or three students sometimes share a textbook. Teachers confirmed that parents are not ready to buy books for their wards because they said the government is supposed to provide the necessary books for the students. A teacher from one of the schools remarked:

We asked the students to buy their own books so that at their own time, they could do their own reading but most of them didn't buy so we always fall on the few we have by putting them in groups.

Teachers also complained about students' unwillingness to buy exercise books for their exercises and assignments. They indicated that they lack visual aids such as computers, projectors and other resources that can enhance teaching and learning for better performance in English language. In the case of learners, students from one school complained that they were billed for a textbook when they came to Form 1 but the books have not been given to them and they are now in Form 3. They also blamed the school authorities for contributing to their poor performance in English language. Students also complained of the library. A student from one school said:

The library is not often open and any time it is open, it is closed early. There are not enough and modern books in the library for us to use.

Momoh (2010) conducted a research on the effect of instructional resources on students' performance in the West Africa School Certificate Examinations (WASCE). The achievements of students in WASCE were related to the resources available for teaching. He concluded that material resources have a significant effect on student's

achievement since they facilitate the learning of abstract concepts and ideas while discouraging rote-learning. Based on this finding, the researcher agrees with Kizilbash (2006) that the provision of ESL materials remains stretched across regions and schools, as such ESL examination results remained low. He suggested that ESL learners needed to be exposed to ESL resources such as dictionaries, radios and others in order to improve their academic performance.

Abebe and Davidson (2012) also argue that students are eager to learn vocabulary with the assistance of visual materials, and that the use of visual materials enhance the students' ability and opportunity to use language to express their ideas and feelings. Hutchinson and Torres (1994) also report that textbook saves time, gives direction to lessons, guides discussion, facilitates homework, makes teaching easier, better organised, more convenient and learning easier, faster, and better. However, the findings of this study point to the fact that the four schools do not have the materials and resources to be used in the English language classroom. With this lack, students' performance in English would be adversely affected. These results are illustrated in Figure 4.2.2.

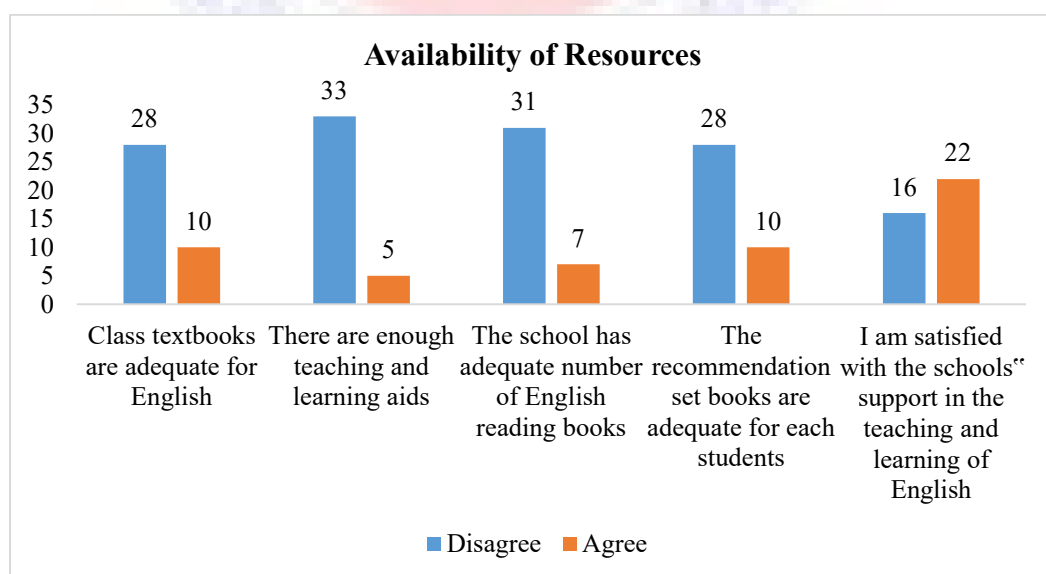


Figure 4.2.2. Responses on availability of resources

4.2.3 Summary

This Chapter presented the perceptions of the students and teachers on availability of teaching and learning materials and resources as factors that were perceived will affect students' performance in the four selected Senior High Schools in the Ketu South District of the Volta Region. The data from the students' and teachers' questionnaire were presented alongside interviews and observations. The means and standard deviations were computed and illustrated on charts. The results from both teachers and students responses indicated that non availability of teaching and learning materials and resources is a very significant factor that will influence students' performance in English negatively.

4.3 Home background and school climate

4.3.1 Home background

Home background means the environment setting or home where the child was brought up and where his experiences began. The home influences the child at a time when his mind is most receptive. The child often sees the parents, siblings and things in his/her immediate environment to be more significant and they are capable of promoting or diminishing him in self-worth and academic performance. This study sought to find out from respondents on their perception on how home background affects students' performance. Ozmert (2007) emphasizes the importance of home background as a major factor in the development of students' academic performance. This section discusses students' perceptions on home background with mean values and standard deviations values derived and illustrated on a chart. The teachers' perceptions on home background are also discussed with the mean and standard deviation values computed to help make deductions in regard to the influence of the home background. The findings from the analysis are shown in Table 4.13.

Table 4.3.1.1. Students' perceptions on home background

	N	D	A
MY PARENTS/GUARDIANS			
Talk to me about the importance of English	200	71(35.5)	129(64.5)
Are involved in my academic life	200	27(13.5)	173(86.5)
Check my assignments on a regular basis	200	92(46.0)	108(54.0)
Attend PTA meetings regularly	200	40(20.0)	60(80.0)
Advise me on course selection after school	200	72(36.0)	128(64.0)
Provide adequate books to enhance my English learning	200	61(30.5)	139(69.5)

Table 4.3.1.1 shows that 64.5% of the students agreed that parents or guardians talk to them about the importance of English. This response is different from the interview response where a student reported:

My mother didn't go to school for that matter could not talk to me about the importance of English. She only asked whether we are on vacation when I come back and ask whether school has reopened when I was about to go.

The finding is in line with Taiwa (1993) who argues that the educational background of the parents is of great importance as it helps them to be second teachers for their children and even guide the child and counsel him/ her on the best way to perform well in education and provide the vital materials he/she needs. Teachers also reported in their interview on the students' language proficiency level that they always use the L1 in the classroom and outside the classroom. The teacher said, they occasionally use the L1 to explain some points for better understanding.

The students also confirmed in their interview that teachers use English language but use the L1 to explain points occasionally.

According to Simasiku (2006), the ESL teacher may use code-switching with learners in their first language when such learners experience problems regarding certain English concepts. This should only be done for the purpose of explanation as too much code switching to the first language may deprive learners of acquiring the target language. In the case of the students, five (5) students reported that they use English in the classroom and outside the classroom. Ten (10) of them confirmed that they use English and the local language. Out of these ten students, three (3) of them reported that they use the local language mostly and the teachers have been telling them to speak English but they find it difficult because most of the students are indigenous people so they are used to the use of the local language. Teachers said the inability of the students to use the English language is the major cause of poor performance in the English language.

Student's L1 use was observed by the researcher when she got to the first and second school. The researcher observed from two of the schools that they use only the L1 mostly on compound. In one of the schools, the five students interviewed reported that they use Pidgin English in the classroom and outside the classroom. They said they are sometimes forced to use it to answer questions in class. When they were asked whether the teachers also use it, they said no. One of the students remarked:

We use Pidgin English on campus. Some people even communicate to teachers using the pidgin language but the teachers use the correct English to reply them. The teachers are tired of saying it so they hardly caution us when we use the Pidgin English now. We sometimes write it in our essays.

All these results indicate that students' poor performance is due to lack of proficiency in the use of the English language. According to (Zhang et al., 2009), to speak in more effective ways requires particular attention and constant practice. (Al-Asmari, 2013) also explained that speaking fluency appears to develop with increased exposure to second language (L2) input. Respondents also agreed (86.50 %) that parents and guardians are involved in their academic life. Even though there was a positive response indicating strong agreement, there were few of them who lack that opportunity.

A head of department indicated in the interview that most of the students in his school are parents by themselves. According to him, those students do not come to school a day before market day and the market day itself because they have to stay and finish weaving cloth for sale the next day (market day). They also agreed (80%) that their parents attend PTA meetings regularly. This also indicated that parents show much concern about their children's academic affairs. Meanwhile, teachers indicated in their interview that parents do not attend PTA meetings. Additionally, the students agreed (64%) that parents advise them on course selection after school. This response too appeared to be opposite the views expressed in the interview. In the interview, students confirmed that their parents do not advise them on course selection because most of them did not go to school. It is assumed that only few of them were in this situation of parents not involving in the course selection based on the responses. Finally, the students agreed (69.9%) that parents provide adequate books to enhance their English learning.

The general views of the students regarding home background were established and the means and standard deviation values of the responses were presented. The findings are as presented in Table 4.3.2.

Table 4.3.1.2. Students' perception on their home background

	N	Mean	Std. Dev.
My parents/guardians talk to me about the importance of English	200	3.48	1.396
My parents/guardians are involved in my academic life	200	4.25	1.060
My parents/guardians check my assignments on a regular basis	200	3.25	1.359
My parents/guardians attend PTA meetings regularly	200	4.01	1.278
My parents/guardians advise me on course selection after school	200	3.55	1.420
My parents/guardians provide adequate books to enhance my English learning	200	3.76	1.386

The analysis demonstrates that students highly agreed that parents are involved in their academic life and also parents attend PTA meetings regularly. Even though students agreed highly on the two statements, teachers had different views. Teachers' responses and the interview results indicated that parents were not all that involved in the academic life of their children. There was also agreement in responses for the rest of the statements registering standard deviation values greater than 1 in all cases, meaning that parents are involved in their children's academic life. However, teachers' views were different as mentioned earlier. Epstein et al. (2011) explained that parental involvement is being involved with their children's education and are consistently demonstrating good parenting skills, communicating with the staff, volunteering their time in school-related decision making, and who regularly collaborate with the school community (p. 462). The results are illustrated in Figure 4.3.1.1.

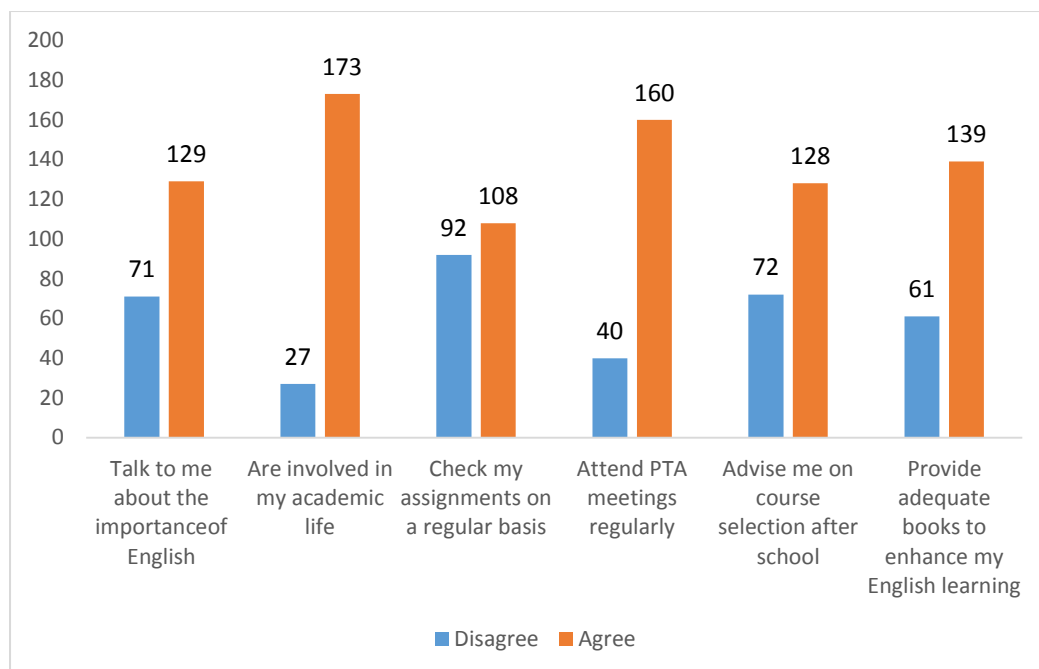


Figure 4.3.1.1. Students' responses on home background

Responses from teachers on the students' home background are presented in Table 4.3.1.3.

Table 4.3.1.3. Teachers' responses on Home background

Parents/Guardians	N	D	A
I. Talk to students about the importance of English	38	35(92.1)	3(7.9)
II. Are involved in students' academic life	38	31 (81.6)	7 (18.4)
III. Attend PTA meetings regularly	38	19(50.0)	19(50.0)
IV. Provide their children with adequate books to enhance English learning	38	34 (89.5)	4 (10.5)

The analysis indicates that the teachers strongly disagreed (92.1%) that parents talk to students about the importance of English. They however agreed (81.6) that the parents are involved in their academic life. This is in conformity with students responses which will improve students' performance. Additionally, the teachers agreed (50%) and disagreed (50%) that parents attend PTA meeting regularly. This response confirmed the interview granted by one of the heads of department where he made it known that parents do not attend meetings. He remarked:

Some parents are not much concerned about their children's education. They hardly visit the school. Sometimes when there is an issue and you invite them, they don't come.

Although students agreed that parents are involved in their education, the interview results proved that parents still have a role to play in their children's academic lives. Lastly, they strongly disagreed (89.5%) that parents provide their children with adequate books to enhance English learning. According to Centre for Child Well-Being (2010), parental involvement in their children's learning not only improves a child's morale, attitude, and academic achievement across all subject areas, but it also promotes better behaviour and social adjustment. The general views of the students regarding performance were established and the means and standard deviation values of the responses were computed. The findings are as presented in Table. 4.3.4.

Table 4.3.1.4. Teachers' perceptions on Home background

	N	Mean	Std. Dev.
Parents/Guardians talk to students about the importance of English	38	1.95	1.038
Parents/Guardians are involved in the students' academic life	38	2.92	.818
Parents/Guardians attend P.T.A meetings regularly	38	3.34	1.047
Parents/Guardians provide their children with adequate books to enhance English learning	38	2.42	1.056

The findings imply that teachers disagreed that parents talk to their children about the importance of English. Teachers' disagreement could be based on the students' attitudes toward learning because students agreed strongly to the statement. According to Aliyu and Isa (2016), parents are expected to encourage and guide their children in order to become well accomplished persons in the society. This could have reflected in the students' attitude if parents were really doing it. They further

disagreed that parents are involved in the students' academic life. If parents were involved in their children's academic life it would have been seen through their attitude toward learning such as acquiring the necessary learning materials they supposed to have. On the other hand teachers agreed and /or disagreed that parents attend P.T.A. meetings regularly. Finally, teachers disagreed that parents provide their children with adequate books to enhance English learning. Teachers' disagreement means that they were not seeing students using the required books hence their responses. Steinberg, Lambo et al (1992) explain that parental involvement in school (e.g. parents helping with their children's course selection, monitoring their progress or attending school programs) has an impact on students' performance in high school. It was observed that the teachers' and students have diverse views based on their responses, registering standard deviation values greater than one.

Interviews granted by both students and teachers confirmed the teachers' mean values. Teachers were asked to state factors they think are influencing students' performance in English language. Most of the teachers reported that one of the contributing factors of poor performance in English language is lack of parental care. In a particular school, the head of the department said:

In this school, most of the boys do not come to school a day before market day and the market day. They try to finish weaving kente cloth and send to the market the following day for sale. Most of them are taking care of themselves. Most of the girls are also mothers. They have children, so they come to school when they like. Madam, it will surprise you to know that some of the students live as couples. The boys hired a room and allowed their girlfriends to live with them. That wouldn't have happened if the parents are more involved in

their children education. Some are from broken homes and some are with single Parents, so they do not have the support as expected.

Early research has illustrated that children who only have one parent do not execute sufficiently as those who have both parents around, for, students with a single parent generate less income than those with both parents (Majoribanks, 1996). In the question of students' supervision by their parents, some of the students indicated that their parents do not talk to them about the importance of English because their parents did not go to school.

When the students were asked what help their parents give them in terms of learning, most of them said they only ask them to learn hard. Teachers also confirmed that parents do not support their wards because it always showed in their assignments. They continued that some of them refuse to come to the school whenever they are invited. From these assertions, it is argued that this attitude will contribute negatively to the students' performance in English language. In one of the schools, two students reported that they sometimes buy their own books. As many as 60% of students indicated that their parents support them as against 80% of the teachers saying parents are not responsible. Grissmer (2003) explains that parents' educational level is the most important factor affecting students' performance. Taiwa (1993) also confirms that educational background of the parents is of great importance as it helps parents to be second teachers for their children and even guide them and counsel him/her on the best way to perform well in school and also provide vital materials he/she needs.

According to Moon (2004), parental involvement in their children's education is multi-dimensional; it can range from parents directly helping their children with ESL homework to parents establishing high expectations for their children's ESL learning in schools. He further explains that the quality of parental involvement in the

education of their children is an important factor when determining the children's performance in ESL. This is consistent with the observation made by Putz (2002) that parental involvement is rooted in the belief that in order for schools to educate all ESL youth effectively, parents and families should become fully involved in the process. This is to conclude that home background is a contributing factor to poor performance in English language. The results are illustrated in Figure 4.3.1.2.

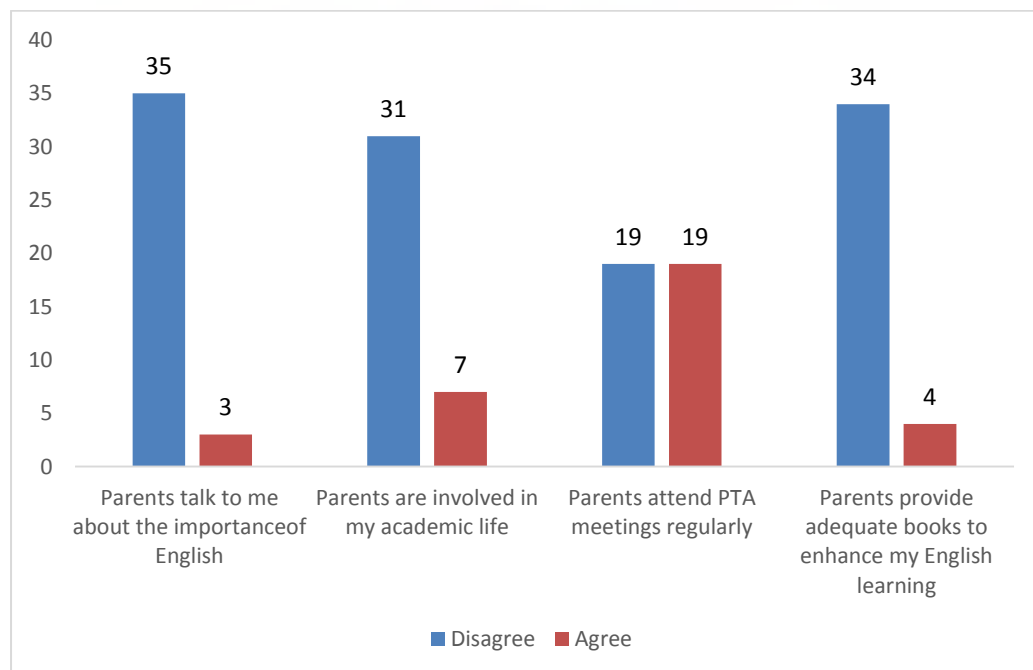


Figure 4.3.1.2. Teachers' responses on home background

4.3.2 School climate

School climate refers to the quality and character of school life. It includes students', school personnel's norms, beliefs, relationships, teaching and learning practices, as well as organizational and structural features of the school. According to Ben-Avie, Comer, & Haynes (1996), school climate is the quality and consistency of interpersonal interactions within the school community that influences children's cognitive, social and psychological development. This section discussed school climate based on students and teachers perception on school climate under two subsections thus attitude and motivation. The mean and the standard deviations were

computed and illustrated on a chart. Table 4.3.2.1 presents students' perception on school climate.

Table 4.3.2.1 Students' responses on school climate (attitude)

	N	D	A
MY TEACHERS OF ENGLISH			
I. Show respect for all students	200	59(29.5)	141(70.5)
II. Show sensitivity to individual differences	200	67(33.5)	133(66.5)
III. Are punctual for English lessons	200	40(20.0)	160(80.0)
IV. Communicate clearly	200	43(21.5)	157(79.5)
V. Are committed to helping the Students	200	46(23.0)	154(77.0)
VI. Help students at their own time	200	125(62.5)	75(37.5)
VII. Victimize and shame weak students	200	147(73.5)	53(26.5)
THE STUDENTS			
VIII. Bully others	200	143(71.5)	57(28.5)
IX. Respect others who get good grades	200	43(21.5)	157(78.5)
X. Absent themselves without Convincing reasons	200	104(52.0)	96(48.0)

The findings indicate that respondents agreed (70.5%) that teachers of English show respect to all students. This can contribute to good performance because when the students are given the due respect for the fact that they are also important it makes them feel at home hence, will be forced to be in school all the time which can lead to better performance. This is in line with Deutsch and Jones (2008) who found that

horizontal respect moderates youths' perception of relations to authority. They stated that students are more willing to comply with authorities when they feel respected. Further, the respondents agreed (66.5%) that teachers show sensitivity to individual differences. The responses indicated that teachers were much concerned about the students' performance by taking care of their individual differences. Steingerg (2006) indicates that all learners are unique patterns in strengths and weaknesses and differ greatly in cognitive abilities. He further explained that some learners learn complex classroom materials quickly and easily, whereas others struggle to master basic concepts and skills.

If teachers were really taking the individual differences into consideration then the few disagreements may be due to the large class size. A majority of the students agreed (80%) that teachers are punctual for English lessons. Even though this statement has massive agreement responses from the students, a student complained from one of the schools that teachers sometimes delay in coming to class when it is time for them to come and teach. This attitude wastes students' instructional hours. Woods and Montagno (1997) explain that teacher-student interaction is very crucial for meaningful learning but this interaction is occasionally affected by student-teacher contact hours lost through teacher absenteeism. They further explain that the planned teaching-learning time is wasted; thus, denying students an opportunity to have meaningful learning which will by all means affect negatively their performance. They also agreed (79.5%) that teachers communicate clearly. Loss (2000) explains that teachers need clear communication for the good understanding of students and to avoid problems while learning from their teachers. Teachers also need to understand the subject matter before they are able to teach to students. In addition, students agreed (77%) that teachers are committed to helping them. This response indicates

that student-teacher relationship was not bad in some of the schools. On the other hand, respondents disagreed (52%) that teachers help students at their own time. This means that some of the teachers were burdened with other activities.

Similarly, they disagreed (73.5%) that teachers victimize and shamed the weak students. This also confirmed that some of the teachers were enthusiastic about the children's academic work which can improve performance. Comparatively, students disagreed (71.5%) that they bully one another. This also means that discipline was not a challenge in the schools. They equally agreed (78.5%) that students respect those who get good grades. This can motivate a student to do more and even encourage others to do well hence, improving performance. Again, students disagreed (52%) that they absent themselves from school without convincing reasons. The responses indicate that half of the respondents agreed that they absent themselves from school without permission which will surely affect performance as explained by Bowen (2005). Bowen is of the view that students who attend classes more regularly seem to be more successful in their studies than those who regularly absent themselves. Furthermore, the means and standard deviation values were computed to obtain the general views of the students in regard to school climate (attitude). The findings are as presented in Table 4.3.2.2.

Table 4.3.2.2. Students' perceptions on school climate (attitude)

	N	Mean	Std. Deviation
My teachers show respect for all students	200	3.71	1.242
My teachers show sensitivity to individual differences	200	3.61	1.185
My teachers are punctual for English lessons	200	4.01	1.035
My teachers communicate clearly	199	4.04	1.044
My teachers are burdened with busywork	199	3.01	1.407
My teachers are committed to helping the students	200	3.98	1.039
My teachers help students at their own time	199	2.81	1.386
My teachers victimize and shame weak students	200	2.36	1.400
The students bully others	200	2.43	1.434
The students respect others who get good grades	200	3.90	1.140
The students absent themselves without convincing reasons	200	3.16	1.474

The analysis indicates that students demonstrate positive attitude towards school climate. They agreed that their teachers show respect for all students with a mean of 3.71 which indicate that teachers do not condemn students. This attitude has the tendency to improve performance. Additionally, students agreed that teachers show sensitivity to individual differences with a mean of 3.61 which indicates a good response. Similarly, they agreed that teachers are punctual for English lessons. They also agreed that teachers communicate clearly with a mean of 4.04 which implies that teachers' communication was not a hindrance to students' performance. They further agreed with a mean of 3.90 that they respect others who get good grades indicating

good attitude which will improve performance as others will also like to be respected by learning hard to improve. Furthermore, they agreed with a mean of 3.98 that teachers are committed to helping students. This is also a good attitude for improving performance.

Students also registered a mean of 3.01 indicating that their teachers are burdened with work which negatively affects performance. In contrast, they disagreed with a mean of 2.81 that teachers help students at their own time, a factor that can affect students' performance. Besides, they disagreed with a mean of 2.36 that teachers victimize and shame the weak students and 2.43 that students bully others indicating that those attitudes were not exhibited. Students also registered a mean of 3.16 that they absent themselves from school with no convincing reasons. This is a factor that will influence performance since the mean is closer to 2 indicating that students have been exhibiting this attitude. It was observed that the students' views were diverse from one another, registering standard deviation values greater than one. The results are illustrated in Figure 4.3.2.1.

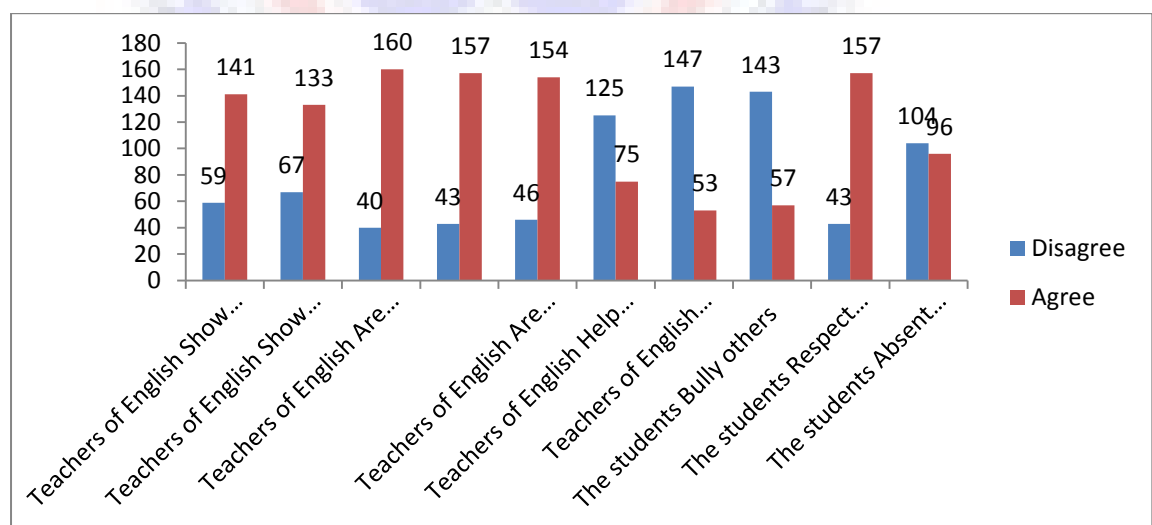


Figure 4.3.2.1. Students' perception on school climate (attitude)

Responses on students' perception on motivation within the school climate are presented in Table 4.3.2.3.

Table 4.3.2.3. Students' perceptions on school climate (motivation)

	N	D	A
MY HEADTEACHER			
XI. Compliment teachers publicly	200	99(49.5)	101(50.5)
XII. Sets an example by working hard	200	29(14.5)	171(85.5)
THE SCHOOL			
XIII. Rewards excellence	200	86(43.0)	114(57.0)
XIV. Has adequate security	200	89(44.5)	111(55.5)
XV. Has a well-equipped and operational library	200	122(61.0)	78(39.0)

The findings indicate that respondents agreed (50.5%) and disagreed (49.5%) that headteacher complement teachers publicly. Complementing is a way of motivating in order to increase effort and energy. So when teachers are motivated it will boost their moral to do well. Orphlins (2002) indicates that motivated teachers always look for better ways to do their teaching and, as a result, are more productive. Therefore, it means that motivated teachers are determined to give their best to achieve the maximum output. Comparatively, they strongly agreed (85.5%) that the headteacher sets good example by working hard. A leader is a role model so should the headteachers be.

The students again agreed (57%) that the school awards excellence. The percentage of the agreement is almost 50/50 which means that motivation is still an issue to be considered. Additionally, they agreed (55.5%) that the school has adequate security, an indication that security is an issue that needs to be tackled in every school. On the other hand, the respondent disagreed (61%) that the school has well-

equipped and operational library. An interview granted by students revealed that most of the library books are outmoded and they do not get the needed books at the library.

A student remarked:

Madam, we don't have enough books at the library. Those that we have too are outmoded and the seats at the library too are not favorable for reading. You have neck pains at the end of the day for using the library because of the seats at the library.

This will affect performance. The means and standard deviation values were computed to obtain the general views of the students in regard to school climate (motivation). The findings are as presented in Table 4.3.2.4.

Table 4.3.2.4. Students' perceptions on school climate (motivation)

	N	Mean	Std.
The headteacher compliments teachers publicly	200	3.04	.483
The headteacher sets an example by working hard	200	4.28	1.051
The school rewards excellence	200	3.24	1.659
The school has adequate security	200	3.28	1.471
The school has a well-equipped and operational library	200	2.82	1.584

The analysis demonstrates high agreement to the statement „headteacher sets an example by working hard“ with a mean of 4.28 indicating that the headteachers are role models in the selected schools. They also registered a mean of 3.04 regarding public complements given to teachers by the headteacher. They further registered a mean of 3.24 that the school rewards excellence. They equally registered a mean of 3.28 that the school has adequate security. They however disagreed with the mean of 2.82 that they have well equipped operational library. This was confirmed by the

interview granted by the students. This will affect performance since the student cannot be motivated to learn based on unfavourable conditions and environment. It was observed that the students' views were diverse from one other registering standard deviation values greater than one. These results are represented in Figure 4.3.2.2.

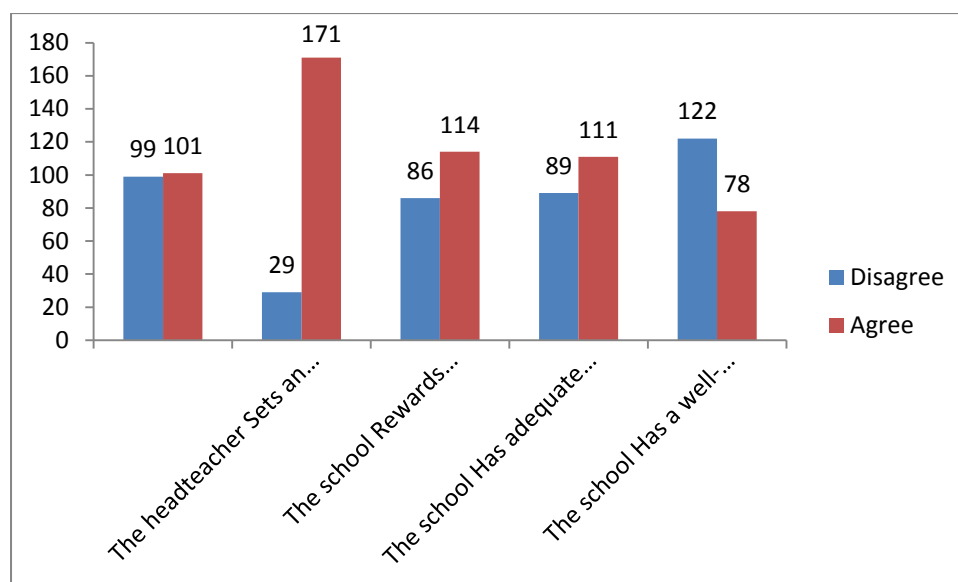


Figure 4.3.2.2. Students' responses on school climate (motivation)

Responses from teachers on school climate are presented in Table 4.3.2.5.

Table 4.3.2.5. Teachers' responses on school climate (attitude)

I consider that in my teaching I		N	D	A
I.	... show respect to all students	38	21(55.3)	17(44.7)
II.	... show sensitivity to individual Differences	38	19(50.0)	19(50.0)
III.	... I am punctual for English lessons	38	1(2.6)	37(97.4)
IV.	... I am current with the development in the field	38	3(7.9)	35(92.1)
V.	... communicate clearly	38	1(2.6)	37(97.4)
VI.	... I am burdened with busy work	38	22(57.9)	16(42.1)

VII.	... help students at my own time	38	22(57.9)	16(42.1)
VIII.	... victimize and shame weak students	38	38(100.0)	0(0.0)

STUDENTS

IX.	... bully others	38	32(84.2)	6(15.8)
X.	... respect others who get good grades	38	11(28.9)	27(71.1)
XI.	... absent themselves without Convincing reasons	38	8(21.1)	27(78.9)

The findings indicate that respondents disagreed (55.3%) that teachers show respect to all students. These results from teachers will affect performance negatively because it is not a good attitude. Gecer (2002) explained that positive attitudes lead to success while negative attitudes lead to failure and as a result success can lead to positive ego attitudes while failure leads to negative ego attitudes. He further explained that, if the teacher engages in belittling comments towards a student due to his/her failure, the negative effects of this will be inevitable. Identically, respondents disagreed (50%) and agreed (50%) that they show sensitivity to individual differences. This can be a factor which will contribute to students' poor performance based on the 50/50 responses from the teachers. Borich (2014) argues that using different teaching methods for different students using their own experiences and learning backgrounds will be much more efficient, revealing the individual differences and special needs of the students. Besides, the respondents strongly agreed (97.4%) that they are punctual to English lessons. This can improve performance since teachers are role models to the students and they will emulate the good examples from their teachers. But students' interview revealed that some of the teachers are not punctual to class. That

is, they delay in coming to class when they have lessons. As a result, teachers need to work on that to prevent its effect.

However, majority of the teachers strongly agreed (92.1%) that they are current with the development in the field, a similar view shared by the students. This attitude affects their methods of teaching, hence, positive improvement in students' performance. Furthermore, they strongly agreed (97.4%) that they communicate clearly. Students also confirmed that teachers communicate clearly. On the other hand, they disagreed (57.9%) that they are burdened with busywork. Even though they disagreed that they are burdened with busywork, their disagreement is not a strong one, indicating that they need to work on it to avoid its negative consequences on performance. Additionally, they disagreed (57.9%) that they help students at their own time. Students also confirmed their disagreement. Again, all of them disagreed (100%) that they victimize and shame weak students and also strongly disagreed (84%) that students bully other students. On the other hand, they agreed (71.1%) that students respect others who get good grades. This was confirmed by the students. They also agreed (78.9%) that students absent themselves without convincing reasons. The result indicates that students' attitude towards schooling was not the best so can be a factor that will affect their performance Alghamdi et al. (2016) carried out a study using the average of lost hours and students' average academic performance. From their analysis, they found that students' absent hours had a negative impact on their academic performance. The findings are as presented in Table 4.3.2.5.

Table 4.3.2.5. Teachers' perceptions on school climate (attitude)

	N	Mean	Std. Deviation
I show respect to all students	38	4.39	.595
I show sensitivity to individual differences	38	4.50	.507
I am punctual for lessons	37	4.70	.520
I am current with the developments in the field	37	4.35	.789
I communicate clearly	38	4.79	.474
I am burdened with busy work	38	2.84	1.534
I help students at their own time	38	2.79	1.455
I victimize weak students	38	1.32	.574
The students bully others	38	1.95	1.314
The students respect others who get good grades	38	3.53	1.224
The students absent themselves without convincing reasons	38	4.05	1.064

The results indicate that teachers show respect to all students and also show sensitivity to individual differences. They are equally punctual for lessons and are current with the developments in the field. In similar way they communicate clearly. They also agreed that students absent themselves without convincing reasons and the headteacher sets an example by working hard. However, they were in disagreement with the assertion that they are burdened with busy work. In addition, they disagreed that they help students at their own time and also they victimize weak students. They also disagreed that students bully others. On the other hand, they agreed that students respect others who get good grades with a mean of 3.53. Teachers have disparate views leading to majority having standard deviations of less than one which means

that those six items will not affect students' performance. The results are recorded in Figure 4.3.2.3.

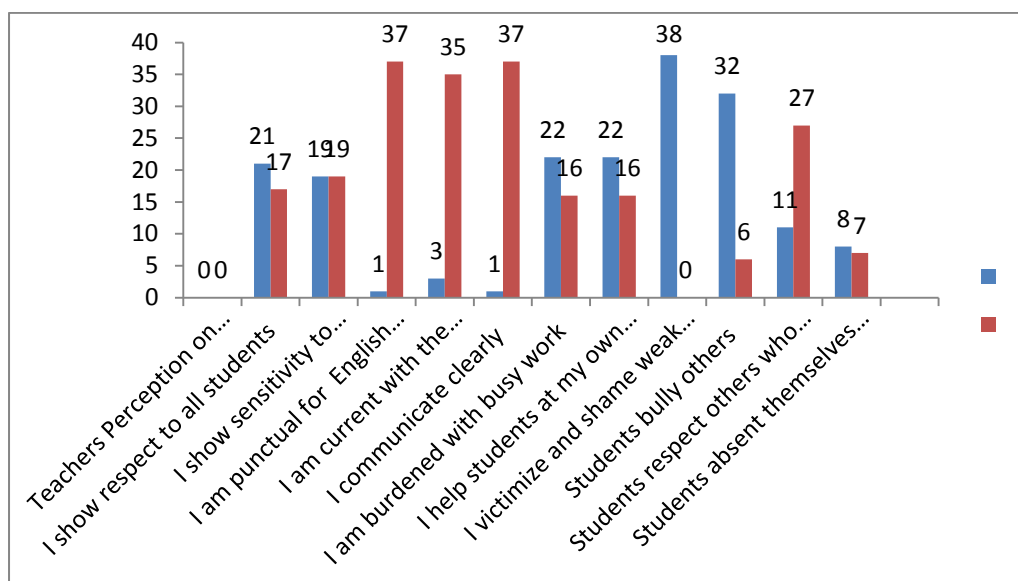


Figure 4.3.2.3. Teachers' perceptions on school climate (attitude)

Responses on teachers' perception on school climate in terms of motivation are presented in Table 4.3.2.6.

Table 4.3.2.6. Teachers' perception on school climate (motivation)

MY HEADTEACHER	NO	D	A
compliments teachers publicly	38	24(63.2)	14(36.8)
sets an example by working hard	38	4(10.5)	34(89.5)
THE SCHOOL			
Rewards excellence	38	25(65.8)	13(34.2)
Has adequate security	38	22(57.9)	16(42.1)
Has a well-equipped and operational library	38	26(68.4)	12(31.6)

The analysis indicates that respondents disagreed (63.2%) that the school compliments teachers publicly. Dornyei and Ushioda (2011) highlight the two dimensions of teacher motivation, namely, the motivation to teach and the motivation to remain in the profession. In a school context, teachers need to be motivated to teach. Lack of this will not improve performance as expected. Besides, the teachers strongly agreed (89.3%) that the headteacher sets an example by working hard. Lezotte (2010) explains that the ingredient of an effective school is having a competent instructional leadership. He further observes that strong instructional leaders are proactive - seek help in building team leadership and a culture conducive to learning and professional growth. The responses from the respondents indicate that the headteachers exhibit good leadership quality which eventually would improve performance. On the other hand, teachers disagreed 65.8% that the school rewards excellence.

Rewards, according to Horner (2009), are important, both for encouragement of appropriate behaviour and for preventing the encouragement of inappropriate behaviour. So, it is believed that students improve and even force to learn hard when they are rewarded for excellence. Based on the responses, lack of motivation can negatively affect performance. They again disagreed 57.9% that the school has adequate security. Schreck and Miller (2003) note that perceptions of school safety can be affected by a myriad of factors. They conclude that the presence of gangs and drug problems can negatively affect students' perceptions of school safety. Although they showed disagreement, the teachers' and students' interview revealed that the schools do not have security problems and for that matter cannot affect performance. They also disagreed 68.4% that the school has a well-equipped and operational library. These results suggest that the schools do not have well equipped and

operational library which is highly likely to negatively affect performance. As revealed by Popoola (1989), library has correlation with students' performance and schools which have well operational library facilities usually obtain high academic achievement. A well-equipped library can motivate the students to go and read even if the interest is not there to go. Results from the statistical descriptive test are presented in Table 4.3.2.7.

Table 4.3.2.7. Teachers perceptions on school climate (motivation)

	N	Mean	Std. Dev.
My Headmaster compliments teachers publicly	38	2.71	1.412
My Headmaster sets an example by working hard	38	4.13	.777
The school rewards excellence	38	2.79	1.212
The school has adequate security	38	3.05	1.064
The school has a well-equipped and operational library	38	3.21	1.119

The findings indicate that students disagreed that headteachers compliments teachers publicly. They further disagreed that school has adequate security. Additionally, they disagreed that the school rewards excellence. Again they disagreed that the school has a well-equipped and operational library. The students' responses had standard deviation greater than one for almost all the statements except one which have a standard division less than one. This implies that school climate will influence performance of English language. Interview granted by the teachers and students confirmed the mean results on school climate. A head of department from one school indicated that, teachers feel bad for students' poor performance and are always ready to help them but most of the students are not serious.

Although the heads of department indicated that teachers display positive attitudes toward the students' performance, there are few of the teachers who are not committed to their teaching. He reported:

Even though I said most of the teachers are doing well yet there are some recalcitrant ones who sometimes play to the gallery. They delay in going to class and some are not regular and punctual which affect students' performance.

Legotle (2005) adds that lack of educator discipline; commitment and morale were some of the major reasons for poor learner performance in ESL. He observed that some educators were in the habit of coming late to school or missing teaching lessons and this considerably reduced the time for instruction delivery. Three (3) students from a particular school also reported on teachers' delay to class.

A student remarked:

Sometimes teachers delay in coming to class. Sometimes when it is time for them to come to class, they sit down and chat.

According to Skinner & Belmont (2013), when teachers support and interact positively with students, the students are more likely to be engaged and behave. Hanna (2014) and Kaplan and Evans (2017) argue that the climate of the school affects how both teachers and learners behave in school, how they treat each other, and it also affects students' performance. The mean values indicate that teachers are not motivated. Salmiah et al (2011) found that quality teachers must have the knowledge to guide students and their peers so that they can positively accept the transformation in the education system. These results are illustrated in Figure 4.3.2.4.

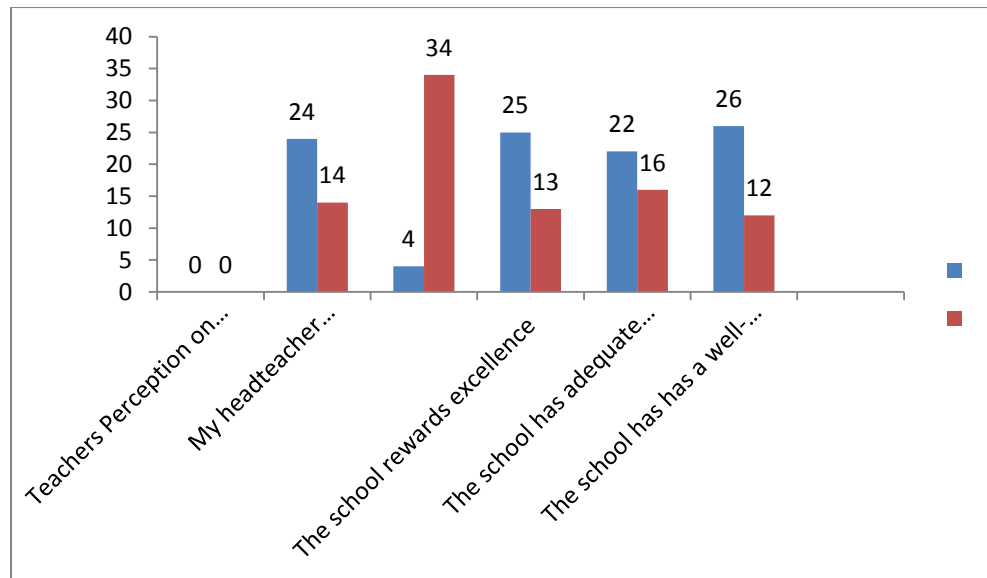


Figure 4.3.2.4. Teachers' perception on school climate (motivation)

4.3.3 Summary

This section presented the perceptions of the learners and teachers on home background and school climate as factors that they perceived will affect learners' performance in English language at the four selected Senior High Schools in the Ketu South District of the Volta Region. The data from the students' and teachers' questionnaire were presented alongside the interview and observations. The last part presented the rest of the data collected from the interviews conducted with both teachers and students. The means and standard deviations were computed and illustrated on charts.

4.4 Conclusion

This study examined the major factors that contribute to students' poor performance in English language in four selected Senior High Schools in the Ketu South District of the Volta Region of Ghana. The results from the analysis indicate that teaching load will influence performance as explained by Perry (1995). He intimates that teaching load affects teachers' performance. He also argues that when teachers experience too many demands on their skills and attitudes, they become

irritated and confused, affecting their commitment and performance. Class size was also identified as one of the factors which can influence performance. Zietz and Cochran (1997) found that the increase in class sizes beyond 30 students has a negative impact on classroom tests. They explain that large classes are less likely to make compositions and oral presentations and more likely to mark students with multiple-choice-exams and tests. In addition to these, teachers' attitude towards teaching was also identified as a factor which will affect performance. Nunan (2006) observes that teachers' attitude about writing and teaching methods affect students' attitude, leading to poor performance. Lack of teaching learning materials and resources was also recognized as a factor that can influence performance. Hutchinson and Torres (1994) report that textbook saves time, gives direction to lessons, and guides discussion. They also indicate that it facilitates homework, makes teaching easier, better organised, more convenient and learning easier, faster, and better. So both teachers and students suffer when those resources are not available.

Behind every successful student is a parent. Coupled with this, when parents are not involved in their children's education, performance will not be good. According to the Centre for Child Well-Being (2010), parental involvement in their children's learning not only improves a child's morale, attitude, and academic achievement across all subject areas, but also promotes better behaviour and social adjustment. Lack of motivation for both teachers and students was also found to be a factor that will affect performance in English. Good education always goes with its expenses. If the socio-economic conditions of learners are not good, they will affect their performance. According to Martin and Miller (2003), learners who have a substandard proficiency in English will always be at a disadvantage when it comes to taking examinations in English. Therefore, lack of English proficiency is likely to

affect performance as identified in the findings. This means that students' performance will improve if only there is positive change in language proficiency.

Methods of teaching are also factors that will influence students' performance based on the observation result. In view of this, teachers need to adopt strategies taking into consideration the environment and teaching and learning resources to teach the students in order to improve performance. Finally, supervision needs to be looked at as it was indicated in the interview as a factor that will influence students' performance in English. Students always want to be guided since they are in school. Tylor (2002) explains that teachers' positive attitudes towards ESL create positive attitudes and enthusiasm in learners toward ESL. This is to conclude that attitude plays a greater role in teaching and learning so teachers have to always exhibit positive attitudes by always letting students feel their presence through supervision. When these results are taken into consideration, they will go a long way to improve the performance in English language. The next chapter focuses on the summary, conclusion and recommendations of the study.

CHAPTER FIVE

SUMMARY AND CONCLUSIONS

5.0 Introduction

This chapter presents the summary of the findings of study. Finally, the researcher put across pertinent implications and suggestions for future study in line with factors perceived to influence performance in English language in the selected Senior High Schools in the Ketu South District of the Volta Region of Ghana. A mixed method research design was used for the analysis of data from 200 students and 38 teachers from the four selected schools. Questionnaire, interview and observation were used to collect the data for analysis. This chapter presents a discussion of the summary of findings of regarding the research objectives and questions. This is followed with a discussion of the factors that affect students' performance in English language. Pedagogical implications are also discussed in the third section, followed by suggestions for future research and a conclusion of the chapter.

5.1 Summary of findings

The research investigated factors influencing performance in English language in four Senior High Schools in the Ketu South District of the Volta Region of Ghana. More specifically, the study sought to examine the effect of quality of teaching on performance in English language in the four selected schools, to investigate the contribution of the availability of teaching learning materials and resources to performance in English language and to determine the role of home background and school climate in students' performance in English language. All these broad issues are in accordance with the research objectives.

The first objective concerns the quality of teaching in the selected schools. The findings suggest that some of the teachers were not qualified to teach the English

language at the Senior High level. This is because they did not have the requisite degree in English language. Teaching load and large class size were also identified as factors that would contribute to performance in English. Teachers' attitude to teaching was also identified as a factor. Teachers were not engaging students in writing, doing group discussions, debating and reading to enhance understanding. It was also revealed during the interview. This means that quality of teaching needs to be tackled seriously to improve performance in English language in the selected schools.

The second objective is to investigate the contribution of the availability of teaching learning materials and resources to performance in English language. The results revealed that there were inadequate teaching learning materials and resources in the selected schools. The results revealed that the schools have inadequate class textbooks, English reading books, and a number of set books. It was also shown that the unavailability of adequate teaching and learning aids as well as well-equipped operational libraries was also a challenge in the selected Senior High Schools. The interview also confirmed that the schools lack the teaching learning materials and resources while the libraries were not stocked with modern course books. The interviews also suggest that parents were not ready to buy books for their children, but rather depend on the government to provide books in the name of free education.

The third objective was to determine the role of the school climate and home background on students' performance in English language. It was disclosed from the students' interview that some of the teachers were not punctual for lessons even though teachers' results indicated that teachers were. It was also revealed that teachers were burdened with busy work which prevents them from helping students at their own time. Interview also pointed to the fact that teachers were not ready to help the students, to the extent that students were discouraged from writing essays for

corrections. These attitudes of teachers are factors that naturally affect students' performance. It is important that such tendencies must be addressed to prevent the consequences. Another disturbing outcome was that teachers were not being motivated for hard work while students were also not motivated to encourage others to learn hard. Motivation is done to show appreciation and encourage one to work hard and also encourage others to also do well. When it is not done, it demoralizes people from striving hard to achieve a goal or reach a target.

Adequate security, according to the results, did not have strong agreements which imply that it is a factor that can influence performance. It was also revealed that home background is one essential factor that would contribute to students' performance in English. Interview with teachers' showed that parents do not talk about the importance of English language with their wards. Students' interview also confirmed this result. Teachers' responses also revealed that parents were not involved in the academic life of their children. Most parents do not attend PTA meetings; neither do they provide their children with adequate books to enhance English learning. In fact, results showed that parents do not help their children in programme selection. Interview also revealed that socio economic conditions were also factor that will affect performance. From the interview, some of the students were found to be taking care of themselves so they were not regular in school. This means that their parents have either shirked their responsibility or shifted it to their children. Once the child does not come to school regularly, he/she may not be able to catch up with whatever is taught and this may lead to poor performance.

5.2 Factors responsible for performance in English language

Teaching is the process of attending to people's needs, experiences and feelings, and intervening so that they learn particular things and go beyond the given.

Coe et. al (2014) explain that good teachers have a deep knowledge of the subjects they teach. Hence, when teachers' knowledge falls below a certain level, it becomes a significant impediment to students' learning. It is for this reason that students are entrusted in the hands of teachers. This is so that teachers will attend to their needs, engaging them in writing activities such as essays and debates to improve their performance in English language. However, teachers in the selected schools were not able to performance those activities, and this may lead to poor performance.

Teaching learning materials play a very vital role in teaching and learning. They are crucial to the success of the students' achievement. They act as a guide for both the teacher and the student in that they offer a valuable routine. Harmer (2016), Hutchinson and Torres (1994), and Richards (2014) note that textbooks occupy a dominant position in the school system, regardless of the courses being taught at various levels. Textbooks are believed to have a positive impact on teachers and their classroom teaching during curriculum implementation. However, students of the selected schools lack these materials and resources, having the tendency to affect performance. The teachers' inability to help the students is also responsible for students' performance in English. A teacher is someone who helps students to acquire knowledge, competence or virtue so when a student is denied that opportunity it will definitely lead to poor performance.

Sinclair (2008) defines teacher motivation "in terms of attraction, retention and concentration as something that determines what attracts individuals to teaching, how long they remain in their initial teacher education courses and the teaching profession, and the extent to which they engage with their courses and the teaching profession" (2008, p. 37). This implies that teachers need to be motivated to do more as this will go a long way to improve performance. It is unfortunate to note that

teachers of the selected schools appear to be denied that opportunity leading to an effect on performance in English language. Another factor responsible for performance is lack of well-equipped operational library. Fowowo (1988) states that the school library should be well-equipped and accessible to all students and teachers. Ullah and Farroge (2008) also report that reading library materials have a positive relation with students' acquisition of vocabulary, grammar, comprehension, writing and spelling skills. Since students are not ready to buy books, it is necessary that the library provides the needed support by filling those gaps left by the parents who do not buy books for their wards. This would go a long way to develop their reading and writing skills to be able to improve performance. The study showed that students of the selected schools did not read any books since the libraries did not have the relevant books, denying them of the opportunity to excel in English language.

The involvement of parents in the academic lives of their children is very crucial since they gave birth to them. It is therefore their responsibility to take care of these children in order to prepare them for the future. However, some of the students from the selected schools lack parental involvement in their academic lives, leading to poor performance in English language. Patrikakou (2005) suggests several factors that promote how parental involvement shapes student outcome. He explains that parental involvement is a mechanism through which the long-term effect of intervention is achieved. He notes that indicators of parents' involvement are associated with significantly higher levels of school performance and success. This implies that the students from the selected schools cannot succeed without the involvement of their parents since the role of parents is very crucial as far as their academic achievement is concerned.

Vuzo (2018) stresses that it is through interactions with each other that teachers and students work together to create intellectual and practical activities that shape both the form and the content of the target subject. However, such a situation is not commonly found in the selected Senior High Schools leading to an inability to speak English fluently, resulting in poor performance. According to Zhang et al. (2009), to speak in more effective ways requires particular attention and constant practice. Al-Asmari(2013) also explains that speaking fluency appears to develop with increased exposure to second language (L2) input. Since most of the students sampled are not proficient in the English language because of lack of practice, they resort to speaking the L1 both in the classroom and outside the classroom. Considering Bloom's performance variables, a lack of exposure and practice would eventually lead to poor performance.

5.3 Pedagogical implications

After investigating factors influencing students' performance in English language in the four selected schools in the Volta Region, it is very important to suggest some implications that these findings would have on performance of English language. To begin with, teachers will frequently engage students in writing, discussions and debating. This will go a long way to achieving quality performance since they become more perfect when they practice continuously. It will also enhance their communication skill and afford them an opportunity to think critically as explained by Kennedy (2007) and Zare and Othman (2013) that the use of debates provides students with a mastery of content and development of critical thinking skills and communication skills. Teachers will also develop positive attitude to writing despite the class size because teachers negative attitudes put students off leaving a gap which they carry till they complete leading to their poor performance. Nunan (2006)

explains that teachers' attitude about writing and teaching methods affect students' attitude to learning.

Despite the heavy workload on teachers, coupled with family issues, teachers need to put measures in place to help students. This creates some kind of confidence in the students leading to better achievement in the students. In another instance, Basaran (1994) also observes that students of successful teachers will take the teachers as their role models, and in turn, be considerate of others maintaining good relations and positive attitudes. Teachers will also try as much as possible to encourage the student to speak English frequently so as to be proficient in the use of the language. According to Martin and Miller (2003), learners who have a substandard proficiency in English, will always be at a disadvantage when it comes to taking examinations in English. It will be also necessary for the school to find means of motivating teachers and students in a bid to encouraging them to work hard at the same time provoking others to strive hard to be motivated. Parents have a greater role to play in the academic lives of their children so they should be educated and advised to take up their responsibilities as parents. So parents must be much involved in their children's academic life. Finally, the Ministry of Education will also play its role by providing the necessary teaching learning materials and resources to enhance teaching and learning. This is because children learn better by seeing and using the items through constant practice.

5.4 Suggestions for future research

This study on factors influencing students' performance in English language was done holistically by working with the data collected from the four SHSs in the Ketu South District as a group. The researcher therefore recommends that further study is conducted to establish the problems pertaining to individual schools rather

than grouping them. In addition, the researcher recommends that future researchers could replicate this study in different districts of the Region to allow for the generalization of the findings.

5.5 Conclusion

Based on the findings of the study, several conclusions are drawn. Although majority of the teachers of English are professionally trained and experienced, they have high teaching load and very large classes to teach. As such, they are unable to engage the students in activities such as writing of composition, supervising the reading of set books, guiding them in class discussions and debates. On the availability of teaching and learning materials, it has been concluded that English textbooks, revision books, class readers are inadequate especially at this era of free SHS where schools are admitting many students. It has also been concluded that the school climate points to the fact that some of the teachers are not punctual in class. Teachers are also overburdened with busy work and because of that, they may not be willing to help students at their own time. Students also absent themselves without any convincing reasons. Again, headteachers do not compliment teachers publicly. Schools also do not reward excellence and do not have well-equipped and operational libraries and have inadequate security.

A foundational aspect of learning is providing a safe and secure environment for students. Students need to believe that the school is a safe place. When these things are not in place, students will feel unsafe, which will affect them physically, emotionally and mentally hence affecting their performance in English. On home factors, parents do not talk to their children about the importance of English and are also not involved in the academic life of the students. Majority of the parents rarely attended PTA meetings or advised their children on programme selection or provided

their children with adequate books. Additionally, the study led to the conclusion that overall, teacher qualification, availability of teaching and learning materials and resources, and teachers' attitudes to teaching, home background and school climate significantly influence students' performance of English in the four selected Senior High Schools in the Ketu South District of the Volta Region of Ghana. Thus, performance of English would greatly be enhanced through improving on all these factors.



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APPENDICES

Appendix A : Students' Questionnaire

Thank you for accepting to be my respondent. The purposes of these questions are to explore what you think about English performance in school. The information given will assist in improving the performance of English language in Ketu South District. On the following pages are some questions that require your response. There is no right or wrong answer, all that is required is your personal opinion. Please answer these questions as honestly as you can. Your answers will be kept strictly confidential and please be assured that your teachers will not victimize you for anything written here.

PART 1: BACKGROUND INFORMATION

1. Please tick against your response: Female () Male ()
2. School:

Some SHS ()	Klikor Sec/Tec ()
Three town SHS ()	St. Paul's SHS ()
3. Type of school

Girls ()	Boys ()	Mixed Boarding ()
Day ()	Boarding ()	Mixed Day ()
4. What is the average class size in your stream ? ----- (Number of students in class)

PART 11

QUALITY OF TEACHING

5. With regard to English, how often do these things happen in your English lessons?

	In my English lesson	Never	Once a term	About once a month	About once a week	Nearly every lesson
1)	I write compositions	1	2	3	4	5
2)	I read English set books	1	2	3	4	5
3)	We do assignments	1	2	3	4	5
4)	We have class discussions	1	2	3	4	5
5)	We do have discussions in groups	1	2	3	4	5
6)	We do have class debates	1	2	3	4	5

	MY TEACHER(S)					
7)	Marks our work and gives it back quickly.	1	2	3	4	5
8)	Uses language that is easy to understand	1	2	3	4	5

PART III: AVAILABILITY OF TEACHING AND LEARNING RESOURCES

13. For each of the following statements please circle a choice that corresponds to your view on the availability of resources in your school for learning English.

KEY: SD = Strongly Disagree, FD = Fairly Disagree D = Disagree, A = Agree, SA = Strongly Agree.

	AVAILABILITY OF RESOURCES	SD	D	FD	A	SA
a)	Class textbooks are adequate for English	1	2	3	4	5
b)	We have access to revision books in English	1	2	3	4	5
c)	The school has adequate number of English reading books	1	2	3	4	5
d)	We have adequate number of set books	1	2	3	4	5

PART IV: SCHOOL CLIAMATE

14. Please place a tick against the statement which best describes your views on the following items regarding your teachers of English.

KEY : SD = Strongly Disagree, D = Disagree, U = undecided, A =Agree, SA= Strongly Agree.

My teachers	SD	D	FD	A	SA
1)Show respect for all students	1	2	3	4	5
2)Show sensitivity to individual differences	1	2	3	4	5
3)Are punctual for English lessons	1	2	3	4	5
4)Communicate Clearly	1	2	3	4	5
5)Are burdened with busywork	1	2	3	4	5
6)Are committed to helping the students	1	2	3	4	5
7)Help students at their own time	1	2	3	4	5
8)Victimize and shame weak students	1	2	3	4	5
The students					
1)Bully others	1	2	3	4	5
2)Respect others who get good grades	1	2	3	4	5
3)Absent themselves without convincing reasons	1	2	3	4	5
My Headteacher					

1) Compliments teachers publicly	1	2	3	4	5
2) Sets an example by working hard	1	2	3	4	5
The school					
1) Rewards excellence	1	2	3	4	5
2) Has adequate security	1	2	3	4	5
3) Has a well equipped and operational library	1	2	3	4	5

PART V: HOME BACKGROUND

15(a) Number of siblings ((brothers and sisters) -----

(b) Who is directly responsible for you at home? (please tick one).

Both parents () Father only () Mother only () Grandparents only ()

Brothers and sister only ()

(c) Tick against the Highest educational level of the parent/ guardian

1) Masters and above ()

2) Bachelors ()

3) WASSCE/ SSCE ()

4) BECE and below ()

16. Please place a tick against the statement which best describes your views on the following items regarding your parent/ guardian.

KEY: SA= Strongly Disagree, D= Disagree, FD =Fairly Disagree A= Agree, SA= Strongly Agree

My parents/ Guardians	SD	D	FD	A	SA
1) Talk to me about the importance of English	1	2	3	4	5
2) are involved in my academic life	1	2	3	4	5
3) Check my assignments on a regular basis	1	2	3	4	5
4) Attend P.T.A meetings regularly	1	2	3	4	5
5) Advise me on course selection after school	1	2	3	4	5
6) Provide adequate books to enhance my English learning	1	2	3	4	5

Thank you very much for tacking your time to fill this questionnaire

Appendix B: Teacher's Questionnaire

This questionnaire is for collecting data on the factors influencing students performance in English language in secondary schools in the Ketu South District of the Volta Region. All the information given shall be treated as confidential. To enhance confidentiality sake, do not write your name or that of your school on the questionnaire.

PART I: BACKGROUND INFORMATION

1. Indicate your gender. Male () Female ()

PART II: QUALITY OF TEACHING

2. Teaching experience : Less than 2 years () 2- 5 years () 5- 10 years () More than 10 years ()
3. What is your highest professional qualification?
Diploma () Bachelors () Masters ()
4. How many English lessons do you teach in a week?
5. On the average, how many students are in the classes you teach?
.....
6. With general regard to English, how often do these things happen in your English lessons?

	In my English classes	Never	Once a term or less	About once a month	About once a week	Nearly every lesson
a.	I ask students to write composition	1	2	3	4	5
b.	I supervise students reading of English set books	1	2	3	4	5
c.	I mark their work and give it back quickly	1	2	3	4	5
d.	I use language that is easy to understand.	1	2	3	4	5

PART III: AVAILABILITY OF TEACHING AND LEARNING RESOURCES

9. For each of the following statements, please circle a choice that corresponds to your views on the availability of resources in your school for learning English.

KEY: SD= Strongly Disagree,, D= Disagree, FD = Fairly Disagree A = Agree, SA = Strongly Agree.

Availability of Resources	SD	D	U	A	SA
1)Class textbooks are adequate for h	1	2	3	4	5
2)There are enough teaching and learning aids	1	2	3	4	5
3)The school has adequate number of English reading books	1	2	3	4	5
4)The recommended set books are adequate for each student	1	2	3	4	5
5)I am satisfied with the school's support in the teaching and learning of English.	1	2	3	4	5

PART IV: SCHOOL CLIMATE

12. Please place a tick against the statement which best describes your views on the following items regarding as a teacher of English.

KEY: SD = Strongly Disagree, D = Disagree, FD = Fairly Disagree, A = Agree, SA = Strongly Agree.

	I Consider that in my teaching	SA	D	FD	A	SA
1)	I show respect to all students	1	2	3	4	5
2)	I show sensitivity to individual differences	1	2	3	4	5
3)	I am punctual for lessons	1	2	3	4	5
4)	I am current with the developments in the field	1	2	3	4	5
5)	I communicate clearly	1	2	3	4	5
6)	I am burdened with busywork	1	2	3	4	5
7)	I help students at their own time	1	2	3	4	5
8)	I victimize weak students	1	2	3	4	5
	The students					
9)	..... bully others	1	2	3	4	5
10)	..... respect others who get good grades	1	2	3	4	5
11)	..... absent themselves without convincing reasons	1	2	3	4	5
	My Headmaster					
12)	..... compliments teachers publicly	1	2	3	4	5
13)	..... sets an example by working hard	1	2	3	4	5
	The school					
14)	..... rewards excellence	1	2	3	4	5
15)	..... has adequate security	1	2	3	4	5
16)	..... has a well-equipped and operational library	1	2	3	4	5

PART V : HOME BACKGROUND

13. Majority of the parents are : (1) Masters and above ()
 (2) Bachelors ()
 (3) WASSCE/ SHS ()
 (4) BECE and below ()

Please place a tick against the statement which best describes your views on the following items regarding most parents/ guardians.

KEY: SD = Strongly Disagree D = Disagree, U = Undecided, A = Agree, SA = Strongly Agree

Parents/Guardians	SD	D	FD	A	SA
1) talk to students about the importance of English	1	2	3	4	5
2) are involved in the students' academic life	1	2	3	4	5
3) attend P.T.A meetings regularly	1	2	3	4	5
4) provide their children with adequate books to enhance English learning	1	2	3	4	5

Thank you very much for taking your time to fill this questionnaire.



Appendix C: Interview Schedule (for Head of Department and Teachers)

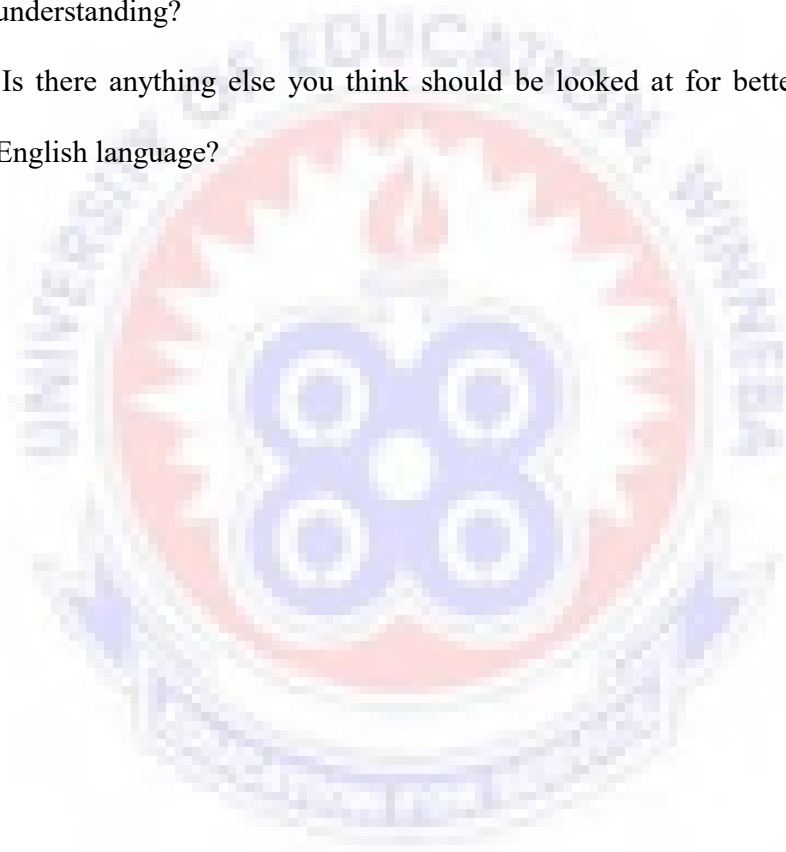
1. What factors do you think contribute to the learners' performance in English language?
2. What do you think are the major obstacles encountered by learners when learning English language?
3. What do you consider as the role of the school management in teaching and learning of English language?
4. To what extent do you think teachers' and learners' classroom behaviours contribute to effective teaching and learning of English language?
5. What do you think students and teachers should do to enhance learners' performance in English language?
6. What do you do to enhance learners' performance in English language?
7. What steps do you think should be taken to improve learners' performance in English language by?
 - a. School management
 - b. Teachers
 - c. Learners
 - d. Ministry of Education
 - e. Advisory teachers
 - f. Is there anything else that you think limits you in trying to improve learners' performance in

English language

Thank you for your time

Appendix D: Interview Schedule for Students on Attitude towards Learning English

1. Do you have library reading on your time table?
2. If you have, who supervises the library reading?
3. What language is mostly spoken by both teachers and students, both inside and outside of the classroom?
4. Are you comfortable with the way English language is taught in your school
5. if no, is there any special way you think English should be taught for better understanding?
6. Is there anything else you think should be looked at for better performance in English language?



Appendix E: Permission Letter

St. Peter's Catholic Basic School
P. O. Box 582
Weija- Accra

6th December, 2018

The Headmaster
Some Senior High
Agbozume, V/R

Dear Sir,

PERMISSION FOR RESEARCH DATA COLLECTION

My name is Martina Kporu. I am a MPHIL student offering Teaching English as a Second Language at the University of Education Winneba. The project is entitled: Factors influencing performance in English language in secondary schools in the Ketu South district of Volta Region.

You are invited to participate in this study since you have interacted with the Secondary English Curriculum. The purpose of the study is to investigate the factors that influence academic performance in English, namely (1) Quality of Teaching;(2) Availability of teaching and learning resources(3)School Climate and(4) Home factors. A questionnaire and short interview will be used to capture your responses. It takes about 5-7 minutes for you to fill it in. The results will be statistically analysed and used in the write-up of the project. This study will provide education professionals with greater insight into teaching and learning processes, and will benefit both academic staff and students.

As a participant, I assure you that there are no physical or psychological risks involved in this exercise. The individual results of the questionnaires will also be kept confidential.

Your assistance and co-operation will be highly appreciated.

Thank you.

Yours faithfully,

Martina Kporu

CC

The Assistant Headmaster Academic

The Head of Department(languages)