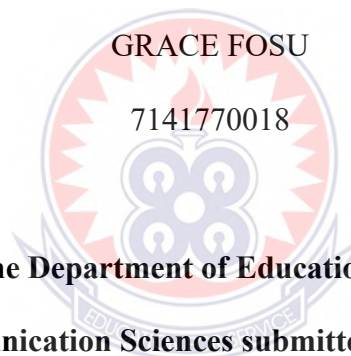


UNIVERSITY OF EDUCATION, WINNEBA

EXPLORING CLASSROOM CHALLENGES IN PUBLIC SENIOR HIGH SCHOOLS
IN BOSOMTWE DISTRICT



**A Project Report in the Department of Educational Leadership, Faculty of
Education and Communication Sciences submitted to the School of Graduate
Studies, University of Education, Winneba, in partial fulfilment of the requirements
for award of the Master of Arts (Educational Leadership) degree**

2016

DECLARATION

STUDENT'S DECLARATION

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

SIGNATURE:

DATE:



SUPERVISOR'S DECLARATION

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

NAME OF SUPERVISOR: PROF. F. K. SARFO

SIGNATURE.....

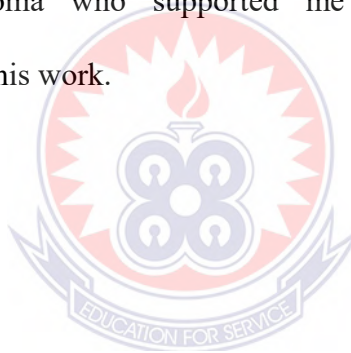
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DEDICATION

To all my children: Prince Boakye Ababio, Kelvin Osei Ababio, Abena Ampong Ababio, and Abena Gyamfua Ababio. My dearest ones, I would be expecting more than this from you. Stay blessed.



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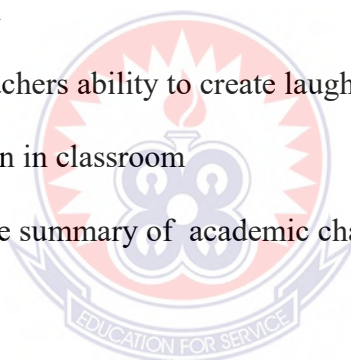
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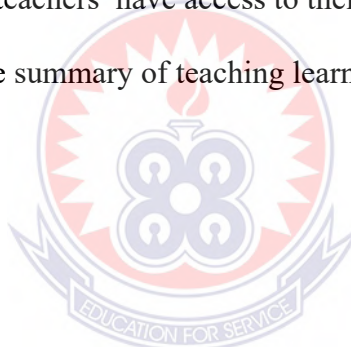


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ABSTRACT

The purpose of the study was to explore the classroom challenges teachers face in Bosomtwe District of Ashanti Region. The descriptive survey design was used for the study. The research population for the study comprised all teachers in public senior high schools in Bosomtwe District. Purposive sampling was used to select a sample of 115 respondents from three public senior high schools in the District for the study. Instrument used for data collection was the closed-ended questionnaire with a total reliability of 0.76. Frequencies, grand mean, percentages and bar graphs were used to interpret and explain the data. The result of the study revealed that 64 (53.2%) of the respondents have personal skills challenges in the study area. In addition, it came out of the study that majority of the teachers 50 (43.00%) have problems on academic skills. It was again revealed that 53(45.00%) of the respondents have teaching and learning resources challenges. Based on the findings, it was recommended that teaching and learning resources should be provided by the government at second cycle institutions in the study area to enhance teaching and learning. The study again recommended that teachers should be abreast of content knowledge by organizing frequent workshops for them in order to improve upon their academic skills in the study area, not only that but also on their personal skills in order to improve on their personal skills challenges.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Teachers are encouraged to believe that the learning environment must be orderly and quiet. For some teachers, a quiet classroom means effective teaching. With the growing movement toward cooperative learning, however, more teachers are using activities in which students take an active role. Sharing ideas and information with various activities occurring at the same time can make for noisy classrooms. But it would be a mistake to conclude that in such classrooms students are not learning (Carr, Lit Zinger & Marra 1998).

Nowadays, teachers face many challenges such as the spread of behavioural and academic challenges that threaten the educational system in most of the schools. These challenges have direct influence on the learning process. Teachers play a role in the classroom challenges when they do not make their objectives clear, and when they do not plan their teaching methods earlier. When teachers lack subjects knowledge and do not seem to upgrade themselves, and deliver lessons in traditional ways in teaching, this leads to students getting bored, and stressed. This triggers the probability of classroom academic challenges.

There are many academic and behavioural challenges regarding students that face teacher in the classroom and has a direct impact on the teaching – learning process such as: frequent absence, lack of attention, hyperactivity, inappropriate talk in the classroom, disobedience, aggressiveness, refusal to do tasks and school works. A teacher must have a kind of mind which always wants to learn. Teaching is a job at which one will never be perfect, there is always something more to learn about it. There are three major principles objects to study: the subject which the teacher is teaching, the suitable methods by which

a teacher can employ to teach a particular class, and by far, the most important, the students. (Egan, 2007).

Teachers' personality should be pleasantly live and attractive. This does not rule out people who are physically plain, or ugly, because many such have great personal charm. But it does not rule out such types as over-excitabile, melancholy, frigid, sarcastic, cynical, frustrated and over-bearing. It is not merely desirable but essential for teachers to have genuine capacity for sympathy to tune in the minds and feelings of students and people. Closely related to this is the capacity to be tolerant and accommodate the childish behaviour of students as well as offering corrective measures for students.

Teachers do not generally want to give control to their students. They are instructed that the mark of a good teacher is the teacher who exhibits such personal qualities such as integrity, democratic, sense of responsibility and being fair and firm, kindness, humility, and love among other things. The amount of personal skills that teachers have in the class is often seen by the administration as a measurement of qualities of a good teacher (Taylor1987).

Teachers face in the classroom teaching learning resources challenges which impede effective teaching and learning. Most students suffer from abstract teaching and learning which in turn result in slow learning, faltering and failure in learning and they need teaching learning resources to make learning practical in order to accomplish any learning task. Such students are characterized by a number of challenges, including problems of language, oral expression, and unable to pay attention, memory problems and the dispersal of attention (Abu Nemrah, 2006).

Finally, classroom challenges could be treated through varying educational programmes offered by the nation, regions, districts, and school, giving attention to activities, which alleviate the school curriculum, expanding communication with parents

to understand the current situation, academic and classroom challenges, and psychological conditions of classrooms and to promote teaching and learning, that will encourage better performances of students.

The importance of the study emerged from the fact that the above challenges indicate that classroom problems face the teachers are numerous which need to be researched to uncover with proper remedy to enhance teaching and learning in Bosomtwe District in Ashanti region of Ghana.

1.2. Statement of the Problem

Globally, classroom challenges that are identified by teachers are numerous which may have direct influence on teaching and learning process. A good teacher must be able to recognize these common problems and work to find solutions.

Mostly classroom challenges that face teachers may differ from country to country, from regions, districts, and even among same community in different schools. Notwithstanding, all the world over learning achievement and examination results are used to justify the performance of government, parents, teachers, students as well as the society. Similarly, concerns of classroom challenges are raised in schools, when Senior High School results are released every year. In addition, teachers face a number of academic challenges in schools including lack of course knowledge, incompetence of some teachers, skills in measuring students' abilities and relating students experience to lessons in classrooms.

Another problem envisaged as a result of classroom challenges in public senior high schools (SHS) were teachers personal skills such as sense of responsibility, being fair and firm, poor time management, lack of motivation and in-service trainings underscored by several studies Along with meeting these challenges teachers often

struggle to balance personal skills challenges with their classroom work., teachers' face lot of challenges in their classrooms as far as teaching is concerned. Some of these challenges had become burden and as a result, affecting teaching and learning effectiveness in the various classrooms which include; lack of personal skills of some teachers, academic challenges and teaching and learning resources.

Many research have been conducted on classroom challenges in different environment with different barometers but none was done in public senior high schools in Bosomtwe District of Ashanti region with these indications of personal, academic and teaching learning resources challenges. Hence, the study seeks to explore classroom challenges facing teachers in public senior high schools in Bosomtwe District of Ashanti region. This is the gap that the current study intends to fill.

1.3 Purpose of the Study

Generally the study seeks to explore the classroom challenges facing teachers in public Senior High School in Bosomtwe District.

1.4 Objectives of the Study

The specific objectives of the study are to:

1. To find out how personal skills of teachers can pose classroom challenges
2. To find out the academic challenges teachers face in classroom.
3. To determine how teaching and learning resources can be sources of classroom challenges

1.5. Research Questions

The study will address the following research questions:

1. In what ways do teachers' personal skills pose challenges for them in classroom?
2. What academic challenges do teachers face in classroom?
3. How can teaching and learning resources be sources of classroom challenges?

1.6. Justification of the Study

Education is the foundation of every nation's development. The achievement of quality education hinges on the adequacy of educational infrastructure, trained and motivated personnel and the requisite teaching and learning materials.

Classroom which is the fundamental point of teaching and learning in educational institutions' has its favourability tied to teachers and students discipline. However, behavioural challenges of students and teachers impede effective teaching and learning. Consequently, this study will unearth the classroom challenges teachers face in the execution of their functions so that policy makers will act suit to mitigate the effects of the challenges in order to ensure effective teaching and learning especially through (SHS) education programs.

As expected of every research, the findings can be used to validate the previous studies on classroom challenges. Moreover, the findings of the study will augment the existing literature stock by filling gaps that existing works on areas relating to this study's theme fail to capture. Also, the document will serve as a reference point for further research activities

1.7. Delimitation of the Study

The study should have covered the Ashanti Region or the entire country but due to time frame, it was delimited to the public senior high schools in Bosomtwe District of Ashanti Region of Ghana.

1.8 Limitation of the Study

Limitations of this have been largely challenges in accessing certain information the researcher consider vital. This has been largely due to lack of interest on the part of some respondents chosen out of the population. For a work of this magnitude there is bound to be challenges and difficulties. The data collection exercise was very tedious as some staff members had to be visited several times to retrieve their completed questionnaires. Some had to be assisted in the completion of the questionnaires and others had to be pleaded with to complete the questionnaires, not to mention money involved in printing documents as well as transportation to the various school involved. Irrespective of these challenges the researcher believes that the findings in this study are valid and reliable.

1.9. Organization of the Study

The study is organized into five chapters. The first chapter focuses on the introduction of the study, statement of the problem, purpose of the study, study objectives research questions, study hypotheses delimitation and organization of the study. The second chapter deals with literature of the study. Chapter three covers the methodology of the study that comprised with study design, population, sample and sampling procedure data collection tools, data collection procedure and analysis. The fourth chapter also covers presentation and discussions of results. Chapter five concludes the study and makes a summary of findings and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0. Introduction

The focal point for this study is the classroom challenges in public senior high schools in Bosomtwe District. This chapter is geared towards the review of related literature on some studies. The review will be done under the following sub-headings: the concept of classroom environment, classroom challenges, personal skills challenges, academic challenges and classroom resources challenges.

2.1. Classroom Challenges of Teachers

Classroom challenges refer to all those activities that disrupt on-going activities and prevent the achievement of stated objectives. It could be teachers' behaviour, students' behaviour, parents and government attitudes, resources challenges among other things. These challenges can be minimized by managing some these problems.

Abu Nemrah (2006) conducted a study on classroom challenges face teachers and emphasized that these challenges dwindle students' academic performance. The researcher further calls out that classroom challenges could be minimized through the effective classroom management, planned, organized activity and procedure that facilitate learning environment. It is the crucial part of leaning as well as a being; teacher has to manage the classroom challenges. Different challenges emerged in different situation, but this study emphasized on teacher's personal skills, academic and resources.

2.1. 1. Teacher Personal Skills Challenges

Teachers offer the chance to change other people's lives permanently for the better. A teacher can help to develop somebody's subject knowledge, mind and personality.

Teaching is incredibly rewarding thing to do and good teachers are needed for these skills such as interpersonal skills, confidence, and dealing with conflicts, empathy, and motivation among other thing. Effective teachers use their personal skills with the students as these skills play an important role in students learning process, achievement, and behaviour. (Dixie, 2008). Farris (2006) further emphasized the following personal skills needed by teachers such as caring, knowing individual students, and establishing relationship with students. Dixie (2008) listed some traits which include: attractive personality, open-minded, self-control, humility, having initiative and integrity as personal skills for teachers. Sarfo (2008) similarly identified personal skills as integrity, sense of responsibility, democratic, being fair and firm, sense of humuor, patience, sense of responsibility and kindness among other things. Egan (2007) further emphasized that teachers exhibit such personal skills as kindness, humility, initiative and patience in classroom in order to create a sense of community and belonging in the classroom when teaching. The mutual respect in this teacher's classroom provides a supportive, collaborative environment. Goodlad and Sirotnik (2000) on the other hand argue that teacher's personal skills in classroom exhibit poor classroom management that lead to uncontrollable classroom. Some of these skills are discussed below in relation to the existing literature.

2.1.1.1. Democratic skills

According to Jonnassen (1990), a constructivist teacher and a constructivist classroom exhibit a number of discernable qualities markedly different from a traditional classroom. A constructivist teacher is able to flexibly and creatively incorporate ongoing experiences in the classroom into the negotiation and construction of lessons with small group and individuals. The environment is democratic, the activities are interactive and

students centred, and the students are empowered by a teacher who operates as a facilitator. Developing democratic community is establishing a relationship of equality and mutual respect to make meaningful decision about classroom practices. Students put ideas of democracy into practice when they share their opinions and participate in making the decisions that affect them. Siddiqui (2004) found classroom climate to be one of the most important factors to affect students' achievement, although, on the contrary, it has been a strong predictor of students' aggression. However, involving students in decision making in classroom helps to create a warm and safe classroom environment so that students can have a variety of ideas to achieve their potential, as they feel safe and confident to attempt new tasks and participate lessons.

Similarly Goodlad and Sirotnik (2000) stated that effective teachers listen to the students' arguments and help and/or indicates them how to resolve their problems, and are willing to talk about their personal lives and experiences respecting the confidentiality issues. The role of the effective teachers, in this situation, is to be good listeners, paying attention to, and showing understanding through tenderness and patience. Therefore, there is a more effective achievement when the teachers do not demonstrate imposition of ideas in classroom situations.

2.1.1.2. Sense of humour

Having a sense of humour in the classroom is a positive tool, and one that works well for classroom management. So using humour, students are more engaged in the lesson, and more willing to participate whatever is going on in the classroom. Lemlech (2001) revealed that effective teachers create leaning environment lovely for students in order to bring the attention of each one to encourage learning. The following hallmarks of the best liked teachers were mentioned as friendly, cheerful and can take a joke with a

pleasant personality and a sense of humor promote teaching and learning, helpful explain lessons clearly, and assist the students with their out of classroom problem.

Similarly Farris (2006), supports that learning has been considered as an emotional exercise which will allow the students to get engaged as it appeals to be enjoyably and enthusiastically. Besides, Frandsen (2001) supports that “teaching is a caring exercise” which takes an important role in enjoyable learning process. Making lessons pleasant includes listening to the students, not only when they are in the classroom, but also about their particular lives and/or personal problems. According to Goodlad and Sirotnik (2000) students perceive effectiveness when teachers show kindness, create humour and encouragement. Effective teachers demonstrate genuine concern and empathy toward students through understanding the students’ concerns in a friendly way.

2.1.1.3. Sense of responsibility

Responsibility is commitment to lead, to create, to solve problem and then following through. Therefore, there is a more effective achievement when the teacher demonstrates that concerns about the students and knows them individually. Effective responsible teachers also know the students individually and give them individual attention and develop productive relationships with their students. They treat their student with respect and expect the same in return, enhancing the students learning progress. It is not enough to know the students in their formal setting in the classroom: their learning strategies or learning style, but also, to know them in their informal setting outside the classroom: likes and dislikes, background, their motivation, aptitude and attitude to learn. Students really appreciate the teacher who attends social event with them, such as the graduation, the end course dinner, a visit to a museum, a local event, a concert and the

likes. These have great effect on behaviour and performance in the classroom, and in their learning process. (Fabunmi 2005)

Fabunmi (2005) further stated that the social interactions between the teacher and students encourage students leaning and achievement. Besides, this helps introvert or low self-esteem learners to be better integrated in the group. This increases students' participation and motivation, which enhance a more favourable leaning environment, and challenge the students to succeed. The study noted that a strong relationships with the students help to decrease discipline problems. However, Duke and Rehage (2002), argue that responsibility which goes beyond school environment is shear paper work and does neither exist nor function well as stated above.

2.1.1.4. Skills of establishing rules in classroom

Classroom rules are crucial component to allow teachers to be successful in the classroom. Teachers must tailor their classroom rules to their particular style. What works for one teacher may not work for another. Classroom rules set boundaries and of behavior for their students. According to Brophy (2000) classroom structures, rules, routines, and activities convey a sense of community and continuity to students. All teachers are aware of the importance of creating classroom environments that have structures in place that ensure the safety of students, promote positive behaviour, and ensure the flow of classroom activities in ways that minimize distractions and disruptions.

Similarly, Brophy, (2000) believes that such structure can promote positive relationship within classrooms. A well-managed classroom environment provide students with consistent safe setting where expectation of appropriate behaviours are clearly stated to develop and sustain meaningful relationships with individual members of the classroom because teachers in such settings have the freedom to engage in more positive

interactions with students rather than constant disciplinary duties. Although most teachers recognize the importance of establishing clear rules and routines in the classroom, the methods through which these rules and routines are conveyed to students can vary radically.

A teacher can use numerous strategies to manage their classroom and offer students the opportunity to build their knowledge and also to prevent misbehaviour in classroom. Richards (2005) however argues that to set up rules in the classroom it is important to have a sizable number in classroom which have small numbers of students inside the classroom. This allows the teacher to have total control of the classroom and better manage the activities in order to achieve success.

2.1.1.5. Sense of integrity skills

Goodlad and Sirotnik (2000) suggested that integrity is part of teaching work. Hard working teachers deliver lessons effectively or do the right thing at all times in all circumstances, whether or not supervisors are supervising. Teachers make integrity the norm in their classroom in several important ways. They clearly articulate expectations about academics integrity and the consequences of cheating. If students are rewarded for their courage, hard work, determination, and respect for classmates, they see and understand that the process of learning comes first. This kind of culture fosters integrity. According to International Center for Academic Integrity (ICA) the five fundamental values are responsibility, respect, fairness, trustworthiness and honesty which when incorporating in teaching yields positive results.. Goodlad and Sirotnik (2000) opined that such teachers in classroom know the students individually and give them individual attention and develop productive teaching and learning with their students at all times in classroom. Field (2005) added that such integrative teachers are approachable, not only to

students, but to everyone on campus. This is the teacher to whom students know they can go with any problems or concerns or even to share a funny story. Eggen and Kauchak (2004) asserted that integrity as personal skills should be exhibited by teachers to deliver whether or not supervisors are around. Such teachers possess good listening skills and take time out of their way-too-busy schedules for anyone who needs them.

2.1.1.6. Skills of fairness.

It is very important to promote fairness and equality for all students in the classroom through students' assessment, being consistent, avoiding favouritism in the classroom and establishing a healthy relationship among students. Effective teachers do not only have a teacher-student relationship in the classroom, but also demonstrate fairness in all classroom endeavours, as students' ideas, attitude and behaviour in the classroom are not discriminative, using a wide variety of strategies to interact with them outside the class, and the educational institution. This also encourages students to perform their best in the classroom (Challanhan, 2005). According to Egan, (2007) the existence of fairness in teacher's classroom provides a supportive, collaborative environment. In this small community, there are rules to follow and jobs to be done and each student is aware that he or she is an important, integral part of the group and concluded that the mutual respect and justices prevailing in this teacher's classroom provides a supportive and collaborative students. Field (2005) added that such teachers are approachable, not only to students, but to everyone on campus when exhibit firm and fairness.

2.1. 2. Academic Challenges of Teachers

Academic skills are those skills that teacher need to succeed teaching and learning setting. A teacher's academic skills can have considerable impact on student achievement.

Teachers with high academic skills are more likely to support positive students attitudes in the classroom .There are many different types of teachers. For instance, among many others, there are those who walk into the classroom, and some students do not even notice them; also there are some who seem to be authentic dictators, and students are even afraid to ask anything in the classroom. There are those who read from a book, or talk constantly, during the whole session, while students keep just copying; or even those who just talk, and by the end of the lesson, students do not even know what the lesson was about, because the objectives, structure and theme were not clear, even for the teacher (Field, 2005). Guirdham (2002), analyzed the impact on academic challenges on teachers and discovered that teacher may feel very comfortable in his or her ability to achieve student learning in one subject area and may not have the same degree of confidence to do so in another.

Effective teachers are distinguished by their dedication to the students and to the job of teaching, and feel responsible for the achievement and success of the students and own professional development. Effective teachers really believe that all students can learn, although all learn differently. They strive to motivate and engage all their students in learning rather than simple accepting that some students cannot be engaged and are destined to do poorly (Siddiqui, 2004).

2.1.2.1 Content Knowledge

Siddiqui (2004), for many, including teachers, the most obvious requirement to be an effective teacher is the content knowledge of the subject. Teachers do need to know their material, and they have a professional responsibility to keep up with development in their field. Moreover, this is not about denying faculty an intimate connection with their content. A love for the material and willingness to convey that to, students only enhances

learning. The problem is when the content becomes the be-all and end-all of the teaching process, when the content matters more than anything else. When content is important, faculty are prevented from using methods that enhance how much one can deliver. Siddiqui (2004), considered good content knowledge responses to spontaneous and demanding students questioning. Certo (2000) supported that lack of teachers' theoretical, practical knowledge and skills on pedagogy make them prone to academic challenge that lead them unable to relate learning to the students'. According to the Certo (2000), students expect a teacher to have good content knowledge to be considered effective, which inspire the students' confidence in the teacher. In addition, Siddiqui (2004) mentioned that effective communication of content knowledge is a hallmark of good teacher and that having good content knowledge is just one of many vital factors and qualities, which an effective teacher needs to have in order to enhance learning and achievement. Edwards (2000) found that when students consider their classroom work to be meaningful, have the opportunity to demonstrate their competence, and believe their input is vital to the course, they are motivated to communicate with their instructors for relational, functional, and participatory reasons. Students with high interest perceive a content area to be important, are active and involved in the subject, and feel knowledgeable in the subject matter.

2.1.2.2. Attending workshops to upgrade teacher's knowledge

Thorough understanding of the subject requires a depth study or all aspects of the subject from a variety of perspectives, to think of ideas and information, to enrich classroom situation, of various ways of presenting and explaining material to students and show students how various concepts and facts throughout the course relate to each other.

The teacher should select such course which he has been teaching for several years so that

he could enrich and update his understanding of the subject. Those who are not experienced, they may select the course which is of more interest to them to instil confidence in and control over teaching plan and activities, if the teachers follow this step the students quickly sense how prepared and enthusiastic the teacher is in his course. The teacher should first divide the course into major elements by breaking them into major divisions so the division of the course starts with the teacher's current understanding of the course (Campbell 2001). A skilled teacher is a good philosopher who has content knowledge with the ability to use it in the classroom environment. The teacher performs multiple roles according to the nature of the activities in the context of class. Skilful teacher can manage students' behaviours by performing different roles to make their teaching effective. This happens as a result of number of workshops attended by a teacher to expand the horizon in order to have a variety of knowledge in subject area, frequent workshops are vital. Abu Nemrah (2006) Çelik (2009) however argues that upgrading ones knowledge will not automatically let one becomes knowledgeable as in-service training normally consider needs assessment of teachers. This is supported by Siddiqui (2004) who emphasized that teachers nowadays are not on top of their work and added that this makes them incapable to conduct good text items to measure students' skills in classroom.

2.1.2.3 Teacher Self-Efficacy

Teacher self-efficacy is the teachers' confidence in the ability to promote students' learning (Hoy & Woolfolk, 2003). Teacher self-efficacy is an integral part of the success that a teacher will have in the areas of instructional, classroom management and efficacy for student engagement. There is a developed belief in the association between teacher self-efficacy and high student achievement and the implementation of positive

instructional techniques. Bandura (1997) proposed that because self-efficacy beliefs were clearly guided by a teacher's own inner nature and directed toward perceived abilities given specific tasks, they were powerful predictors of behaviour. There are a number of factors that many would say contribute to the effectiveness of a teacher such as: (a) planning, (b) organization, (c) content knowledge, and (d) previous experience. But none of these factors impact student success as much as teacher self-efficacy. The evidence supports the ideas that teachers who leave teaching have lower teacher self-efficacy scores than those who remain in teaching (Ashton, Webb & Doda, 2003). Campbell (2001) further suggests that even when teachers understand that a given method may be more effective, their efficacy beliefs for enacting the new method will drive their implementation decisions. Siddiqui (2004) reports that teachers nowadays are not on top of their work and emphasized that this makes them incapable to conduct good text item. A teacher, who exhibits high sense of efficacious behaviors according to Coladarci (2002), is going to positively have impact on students learning and those who do not exhibit is the reverse. When a teacher has high-achieving goals for him or herself, those goals are transmitted to the students. However, it is not the expectation of a teacher with higher self-efficacy to have his or her students reach these milestones on their own, but rather through the impact of the teacher's behaviour to include effective lesson planning, classroom management, and instructional methodologies. Teachers who set high goals, who persist, who try another strategy when one approach is found wanting – in other words, teachers who have a high sense of efficacy and act on it – are more likely to have students who learn. Through teacher self-efficacy, teachers have a sense that they have control of the situation. They are responsible for making a difference in the lives of the students they teach

The educational workplace that a teacher faces on a daily basis can be one filled

with challenges and difficulties. Teachers must deal with a multitude of complex issues. They must come face-to-face with the task of meeting the needs of their students. This task can be overwhelming; however, self-efficacy can make this daunting task manageable and attainable. Pajares, (2002) states that teachers have the challenges of improving the academic learning and confidence of the students in their charges. Using the social cognitive theory as a framework, teachers can work to improve their students' emotional states and to correct their faulty self-beliefs and habits of thinking, improve their academic skills and self-regulatory practices behaviors, and alter the school and classroom structures that may work to undermine student success.

Again, teacher self-efficacy, the belief a teacher can make a difference, is vital for student success in the classroom. Teachers must have a strong judgment of their capabilities and their ability to plan, implement, motivate, and execute student achievement. Self-efficacy beliefs provide the foundation for human motivation, wellbeing, and personal accomplishments (Pajares, 2002). Teachers must feel motivated to rise to the challenge of teaching. Emmer & Hickman (2001) suggested that stress results when the demands of a situation are perceived to be greater than one's capabilities to meet those demands. Confidence is the key but how can we go about building this confidence so that teachers are not ill equipped to ensure positive academic outcomes and so they will be prepared to teach effectively.

Edwards (2000) suggests that in an attempt to improve the quality of teacher-competent and confidence level within classroom, teachers must depend upon a solid understanding of the nature of effective teaching and readiness to deliver. Classroom organization is the way teachers manage the classroom in order to achieve several goals, first of all classroom goals, which encompasses the way that teachers physically arrange the classroom for learning. Instructional supports are important to help teachers to

provide the best strategies, support which will better help them to differentiate instruction and meet all students' needs and promote their engagement in the learning process.

2.1.2.4. Relating learning to student's experiences

Farris (2006), mentioned that in order to facilitate learning, one of the fundamental principal instructors employ is understanding student's prior knowledge. It is well known that students build on what they already know and have come to understand through formal and informal experiences. Students develop attitudes and beliefs as they progress through life. For the teacher, it is important to assess such prior knowledge and skills early since such information could be used to foster student engagement and critical thinking in the course. Farris (2006), says that it is important to have a teacher who relates learning to students' experience, needs and strengths, and who holds previous knowledge with high esteem in teaching students effectively, and giving them the same chances and opportunities to participate in the learning process. Doyle,(2006), suggests that a teacher who cares about their students transmits knowledge affectively and makes students interact with their environment These opportunities make students feel comfortable and free to interact in the classroom and improve their academic skills. Certo (2000) however, argues that lack of teachers' theoretical, practical knowledge and skills on pedagogy make them prone to academic challenge that lead them unable to relate learning to the students' experience.

2.1.2.5. Skills of conducting test items

A collection of students' works to assess, analyze and measure the level of knowledge acquired by students as in portfolio assessment is a hallmark of teacher's theoretical knowledge about test and measurement. According to Siddiqui (2004), one is

to present a confident role image and develop a professional style of conducting examination in the classroom after topics treated. Demonstration of professional skill on the part of test items reflects sureness and authority and stimulates the attention of students. Hasan (2004) added that assessment of student is a valuable skill to have when it comes to addressing different learning styles, levels of competency and individual ability and concluded that skills in test measurement is also valuable when it comes to handling students records, preparing for standardized testing needs and working in coordination with parents

2.1.3. Teaching and Learning Resources

Instructional materials support learning content, allow students to engage in application of concept and provide an opportunity for evaluation. They are developed to facilitate learners understanding in classroom, and also lead to impartation of knowledge in their learning processes. Teachers are encouraged to use instructional materials in teaching in order to lead to in-depth understanding of lessons but the materials are not mainly chosen for the sake of using resources in classroom instruction. Mainly, these numerous resources can aid in attaining the instructional objectives set at the beginning of the course, and help in facilitating students learning. When instructional materials are appropriately selected, these can facilitate the effective acquisition of the students. These can uphold their active participation of classroom tasks and activities. These may further enhance their comprehension of the subject matter when, of course chosen and utilize appropriately. Availability of learning resources, learning outcomes, and environmental factors are just among the few to be considered when choosing the most feasible and applicable classroom resources for effective teaching and learning (Maicibi 2003).

Adequacy of teaching and learning resources refers to satisfactory or acceptable

quality and quantities of material resources, physical facilities and human resources. According to Siddiqui (2004), adequacy of instructional materials such as textbooks which is the main instruction material is the most cost effective input affecting student performance. In this context adequate supply is usually assumed to be a minimum of one textbook per student, and at primary level enough reading books so that every child has the opportunity to read at least one new book every week. Adequacy of teaching and learning resources refers to satisfactory or acceptable quality and quantities of material resources, physical facilities and human resources.

Adequacy of teaching and learning resources determines an educational system's efficiency, according to Mbaria (2006). For effective teaching and learning, instructional materials are basic tools, their absence or inadequacy makes teachers handle subjects in an abstract manner, portraying it a dry and non-exciting.

There is significant consensus across school effectiveness literature regarding the importance of resources in the teaching and learning process. Availability of teaching and learning resources enhances the effectiveness of schools as these are basic things that can bring about good academic performance in the students (Maicibi 2003).

2.1. 3.1. Availability of Teaching and Learning Resources

Teaching and learning, resource comprises basically three components: material resources, physical facilities and human resources. Although they are all needed in a classroom, material resources are what matters most in this context. Hasan (2004) noted that in the absence of adequate teaching and learning resources teachers exhibit ineffective performance that negatively affect the students in turn. Reimers (2003) holds that in senior high schools, the teaching and learning resources are highly provided by the school and head of the department. Panda (2003) suggests that the use of instructional

resources in teaching and learning makes students to learn more and retain better what they have been taught and that it also promotes and sustains students' interest and make teacher work effective.

According to Panda (2003) learning is a complex activity that involves interplay of students' motivation, teaching resources and skills of teaching to achieve results. Availability of teaching and learning resources therefore enhances the effectiveness of teachers as they are the basic resources that bring about good academic performance in the students. The necessary resources that should be available for teaching and learning fundamentally include teaching and learning resources.

Teaching and learning resources help improve access and educational outcomes since students are less likely to be absent from schools that provide interesting, meaningful and relevant experiences to them. These resources should be provided in quality and quantity in schools for effective teaching-learning process. Arif (2003) made a study and concluded that material resources have a significant effect on student's achievement since they facilitate the learning of abstract concepts and ideas and discourage rote-learning. When teaching and learning resources are inadequate education is compromised and this inevitably is reflected in low academic achievement, high dropout rates, problem behaviors, poor teacher motivation and unmet educational goals.

2.1.3.2 Adequacy of teaching learning resources

There is significant consensus across school effectiveness literature regarding the importance of resources in the teaching and learning process. Adequate teaching and learning resources promotes the effectiveness of classroom work as students have control of handling them in order to bring about good academic performance in the students. (Maicibi 2003)

The power of the learning environment to influence and promote learning is significant and the learning spaces and learning resources provide important opportunities for students to explore ideas and knowledge, collaborate, solve problems and develop knowledge and skills. The successful learning of students cannot do away with the use of a variety of teaching and learning resources that enable the student to learn through a rich and varied selection of instructional materials (Ambogo, 2012).

Fabunmi (2005) discovered a very strong positive significant relationship between teaching and learning resources and academic performance, schools endowed with more teaching and learning resources performed better than schools that are less endowed. This corroborated the study by Brophy (2000) that private schools performed better than public schools because of the availability and adequacy of teaching and learning resources and concluded that students' performance is affected by the quality and quantity of teaching and learning resources. Laslett and Smith (2004) further noted that institutions with adequate facilities such as textbooks stand a better chance of performing well in examination than poorly equipped ones. Therefore, poor performance could be attributed to inadequate teaching and learning resources.

2.1. 3.3. Accessibility of teaching learning resources

Kumar (2005) suggested that teaching and learning resources include textbooks, charts, and maps, audio visual and electronic instructional materials such as radio, tape recorder, and television and video tape recorder. Other category of teaching and learning resources consist of paper supplies and writing materials such as pens, eraser, exercise books, crayon, chalk, drawing books, notebooks, pencil, ruler, slate, workbooks and so on Ayodele,(2005),.concluded that the accessibility of these resources enhance teaching and learning but they are sometimes available in schools however, not accessible. Siddiqui

(2004) further noted that due to the availability of laboratories in secondary schools and libraries in secondary schools, teachers teaching at this level do not face problem with teaching and learning resources.

Kumar (2005) asserted that for realization of good performance in a school, teaching and learning resources must be put in place and used effectively in classroom practice. It has been noted that the formal education system of a nation is the principal institutional mechanism used for developing human skills and knowledge. Education is, therefore, viewed as an indispensable catalyst that strongly influences the development and economic fortunes of a nation and the quality of life of its people. In this context, nations, organizations and individuals spend huge sums on the provision and consumption of education for the citizen.

The priority of all countries, especially the developing ones, is to improve the quality of schools and the achievement of students since learning outcomes depend largely on the quality of education being offered. Kumar (2005), further noted that higher quality education fosters economic growth and development. Appropriate use of teaching and learning resources is important factor or component during the implementation of curriculum which helps the implementers to realize their goals and guide them in the teaching-learning process in the classroom practice. This teaching and learning resource is one of the most important ingredients that help the school systems to achieve their objectives and realization of good student academic performance in examinations.

Similarly, Kreitner (2005) emphasized that quality of learning depend on the importance of certain school inputs such as teaching and learning resources. Kreitner (2005) further noted that inadequate teaching and learning resources among others have led to poor teacher performance hence undesirable results leading to poor students' academic performance in public secondary schools. The teaching and learning resources

is one of the most important inputs to education system and are critical determinants of the quality education. Hanson, (2006) did a study and concluded that teacher's effectiveness at all levels of education has an implication on teaching and learning resources.

A lot of studies have been conducted on classroom challenges using different variables in different areas that are considered to be classroom challenges in different settings such as other countries, regions and district with different research questions. Inadequate infrastructure, ill motivated or untrained teachers, lack of concise and systematic curriculum are some of those things affect the quality of schooling. Thus classroom challenges are not attributed to absence of educational facilities only but also the lack of academic skills, personal skills and non-functioning of existing ones resources in the classroom. It is noted that schools in their operational areas sometimes due to their suppressing and intimidating environments and conditions violate student's rights the most in classroom.

Studies have pointed out that the widespread classroom challenges of teachers have various inter-related roots. The enthusiasm of a teacher working in a dilapidated school with low remuneration, unsupportive parents, truant students and undedicated or corrupt inspectors will be missing. Classroom challenges or schools' environments and conditions of service serve as major demotivating factors for most teachers regardless of the level of their commitment, academic knowledge and the likes according to the available literature. However, what makes this work different from other peoples work, is the setting in which the research was conducted in the Bosomtwe .District public senior high schools and therefore, this work is serving the purpose of filling the gap which was not filled by the previous researcher's in the district.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter discusses the research design, study population, sample size and sampling procedure. It further discusses data collection instrumentation, testing validity and reliability of instrument, pilot study, data analyse, and ethical considerations.

3.1 Research Design

Kothari (2005) describes a research design as a plan or structure for an investigation or a list of specifications and procedure for conducting a research project. As forwarded by Bryman and Bell (2007) research strategy is the term used to refer to the general orientation to the conduct of social research. There are two research strategies when it comes to collection and analyzes of data and these are: qualitative and quantitative research strategies. The study employs quantitative research strategy because it attempts to maximize objectivity, reliability and generalization of findings.

As widely accepted, the descriptive method of research is a fact-finding study that involves adequate and accurate interpretation of findings. Relatively, the method is appropriate to this study since it aims to determine the classroom challenges facing teachers in public senior high schools in Bosomtwe District. The technique that was used under descriptive method is the normative survey approach and evaluation, which is commonly used to explore opinions according to respondents that can represent a whole population.

The researcher opted to use this kind of research considering the desire to acquire first hand data from the respondents to formulate rational and sound conclusions and recommendations for the study. According to Creswell (2003), the descriptive method of

research is to gather information about the present existing condition. Since this study is focused on the exploring the classroom challenges facing teachers in public senior high teachers schools, the descriptive method is the most appropriate method to use.

3.2 .Study Population

According to Creswell (2009) research population is a group of people from which a sample can be drawn. Population is the total collection of elements about which we wish to make some inferences. The target population for the study comprised of all public Senior High School (SHS) teachers in the Bosomtwe District in Ashanti Region of Ghana namely Jachie-Pramso (Japass), Beposo and St. Georges senior high schools. The schools were chosen as the study sought to find classroom challenges in public senior high schools in the district. The table below illustrates the distribution of the study population and sample selected.

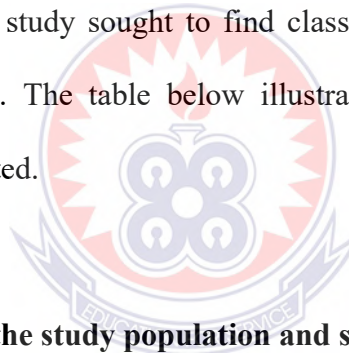


Table 3.1: Distribution of the study population and sample selected

Departments	Number of Teachers	Number of Sample Selected
Jachie Senior High	115	89
Beposo Senior High	45	45
St. George	22	22
Total	182	156

Determination of sample size

According to Yamane (1967) formula to calculate a sample size is given as:

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

Whereby:-

n = is the sample size

N= is the population size

E= is the level of precision and 95% is the confidence level

For Jachie-Pranso Senior High, the sample size was calculated as

$$\begin{aligned} \text{Sample Size} &= \frac{115}{1 + 115(0.05)^2} \\ &= 89 \end{aligned}$$

Concerning Beposo and St. George, Yamane (1967) indicated that if the population is less than 100, census method should be used and as such all of teachers at Beposo and St. George were selected.

3.3. Sampling Size and Sampling Procedure

Sampling is the procedure a researcher uses to gather people, places or things to study. It is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Creswell, 2009). Simple random sample techniques were used to select the respondents from (Japass). With the use of the simple random sampling technique, eighty-nine (89) ‘‘YES’’ and twenty-six (26) ‘‘NO’’ were written on piece of papers and folded them and those teachers who selected the ‘‘YES’’ were selected. For respondents form St Georges SHS and Beposo SHS, purposive sampling was used.

According to Kumekpor (2002) with purposive sampling, the unit of sampling are not selected by a random procedure, but they are intentionally picked for study because of their characteristics or because they satisfy certain qualities which are not randomly distributed in the universe, but they exhibit most of the characteristics of the study. Therefore, St. Georges and Beposo SHS were purposely selected with their numbers 22 and 45 respectively. The sample size, therefore, was 156 which comprised 105 male teachers and 51 female teachers.

3.4 Research Instrument

The researcher used a set of self-administered questionnaires directed toward the teachers that correspond with the purpose of the study. The respective self-administered questionnaires was research instrument consisted of two parts. The first part dealing with demographics of respondents - age and experience. The second part is classroom challenges which is further divided into three sections consisting 18 items from the research questions as well as the literature review. The items: 1 to 6 measured teacher's personal skills challenges such as I am not discriminative in classroom and items 7 to 12 measured teachers academic challenges such as I have adequate knowledge in the subject that I teach whiles items 13 to 18 measured teaching and learning resources challenges like I do not get notebook for lesson notes. Apart from demographics, the remaining eighteen questions were answered in five point Likert Scale: (1= Strongly Disagree, 2 = Disagree, 3 = Neutral 4= Agree, and 5 = Strongly Agree). Please refer to Appendix A for more information.

3.5. Validity of the Instrument

The validity of research instruments was ensured by assessing the questionnaire items during their construction. This was to clear any lack of clarity and ambiguity. The content related validity of the questionnaire was determined and strengthened through an extensive review of the literature.

3.6. Reliability of Instrument

Reliability refers to the consistency of the instruments in tapping information from more than one respondent. Through a pilot study conducted at Aduman Senior High School that was not part of the study, 15 teachers were selected as respondents and 10 were retrieved.

3.7. Data Collection Procedure

A pilot study was conducted to determine the clarity and readability of the questionnaire, and to test the internal reliability of the measures. A pilot study conducted at Aduman Senior High School at Afigya Kwabre District which was not part of the study. The purpose of the pre-test was to remove ambiguities, and unnecessary items in the questionnaire. The responses obtained were fed into the SPSS version 16.0 and run the reliability analysis and got the overall reliability of 0.79 cronbach alpha.

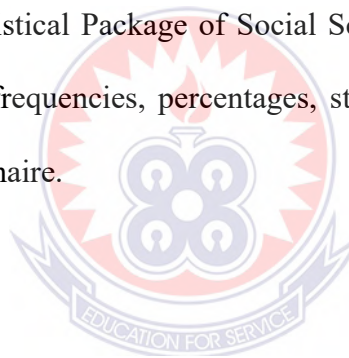
After the pre-testing has been done with supervisors input, structured questionnaires containing close ended questions were administered to respondents. This was done during school days between 10am – 2:00pm. The researcher visited the selected senior high school and interacted with the authorities, the researcher appointed a research assistant.

After permission from the authorities of the school has been obtained, the

researcher personally administered the questionnaires to the teachers and collected the questionnaire later when she was informed about the completion of the instrument. Although the unit of analyzes were teachers, some of the teachers had to be assisted in filling the questionnaires because of reasons best known to them, few misplaced their items and others had to be chased for the questionnaires items severally. This led to the collection of one hundred and fifteen (115) questionnaires out of one hundred and fifty six (156) administered.

3.8. Data Analysis

After the questionnaires have been coded from 1 to 115, the data were computed and analyzed using the Statistical Package of Social Sciences (SPSS) version 16.0. The statistical analysis such as frequencies, percentages, standard deviation and mean were used to analyze the questionnaire.



3.9. Ethical Considerations

As this study utilized human participants and investigated on human practices in life, certain issues were addressed. The consideration of these issues is necessary for the purpose of ensuring the privacy as well as the security of the participants. These issues were identified in advance so as to prevent future problems that could have risen during the research process. Among the significant issues that were considered included consent, confidentiality and data protection.

In the conduct of the research, the questionnaire was drafted in a very clear and concise manner to prevent conflicts among respondents. People who participated in the research were given ample time to respond to the questions posed on them to avoid errors and inaccuracies in their answers.

The respondents were given a waiver regarding the confidentiality of their identity. The respondents' cooperation was eagerly sought after, and they were assured that the data gathered from them would be treated with the strictest confidence, so that they would be more open. This was done with the hope that this would promote trust between the researcher and the respondents.



CHAPTER FOUR

PRESENTATION AND DISCUSSION OF RESULTS

4.0. Introduction

The chapter began with the demographic characteristics of respondents and followed by response rate. It further discusses the Presentation and discussion of results for personal skills challenges, academic challenges and teaching and learning challenges. The analyses done were guided by responses to questionnaires and related literature which was organized in bar charts, tables, percentages and standard deviation.

4.1. Demographic Characteristics of Respondents

The age, sex, educational status and experiences of respondents are discussed below. The dominant age group of the respondents ranged between 31 – 40 years representing 52(45.2%), followed by less than 31 years representing 27(23.5%) whereas 51 years and above made up the smallest group, representing 12(10.4%) of the teachers. This is an indication that the district has more youthful teachers.

There was gender imbalance in the number of respondents as 75 teachers representing 65.2% were male, and 40 teachers representing 34.8% were female. However, this does not affect the findings. With regard to the respondents' educational status, 89 (72.2%) were first degree holders, 29 of them representing 25.2% were master of education degree holders, while 3 of them representing 2.6% were master of philosophy holders.

Considering the respondents working experience, 31 of them representing 27% have worked between 1 to 5 years, 46(54.1%) have worked between 6 to 10 years, 23(20%) have worked between 11 to 15 years whereas 15 of them representing 13% have worked for 16 years and above.

4.2. Response Rate

The researcher administered 156 questionnaires to the teachers, but 115 of them representing 73.7% returned. As a result, the study analysis was based on the returned rate of 115 teachers that equated to 100%.

4.3. Part Two – Presentation and discussion of results for research questions

4.3.1. *Research Question 1 – In what ways do teachers’ personal skills pose challenges for them in classroom?*

This research question was designed to find out about ways teachers’ personal skills pose challenge for them with regard to the classroom challenges. Their responses are presented in Table 4.1 below.



Table 4.1: Statistics on Teacher’s Personal Skills Challenges

Statements	SA	A	N	D	SD	Mean	Standard Deviation
1 I do not impose decision on my students in classroom	5(4.3)	4(6.10)	3(2.6)	45(39.10)	55(47.8)	4.20	1.05
2. I am able to manage students and materials entrusted to me in classroom	24(20.9)	38(33.0)	7(6.10)	33(28.7)	13(11.3)	3.23	1.36
3. I enforce rules established in class to all students in classroom	13(11.3)	26(22.6)	18(15.7)	43(37.4)	15(13.10)	3.18	1.24
4. I am not discriminative in classroom	13(11.3)	24(20.9)	12(10.4)	31(27.0)	35(30.4)	3.44	1.40
5. I am able to deliver lessons effectively with little supervision	32(27.8)	38(33.10)	16(13.9)	17(4.0)	9(7.6)	3.55	1.27
6. I am able to create laughter to keep students attention in classroom	8(7.10)	9(7.8)	18(15.7)	48(41.7)	32(27.8)	3.75	1.15
Grand Mean	16(14.3)	23(21.3)	13(11.2)	37(30.10)	27(23.10)	3.56	

Source: 2016

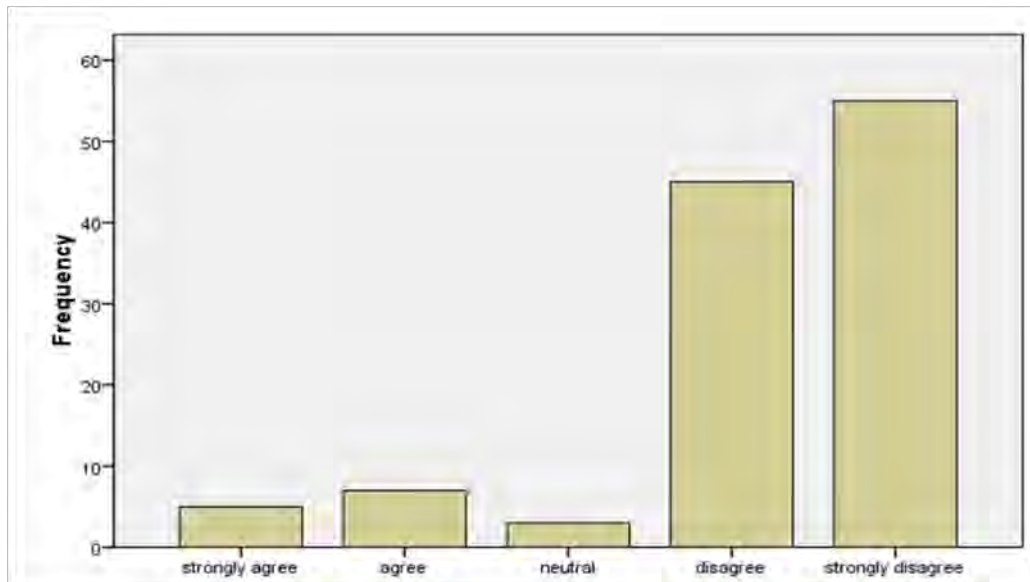


Figure 4.1: Bar chart showing teachers' level of decision on students

To determine if teachers do not impose decision on students in classroom, 55 (47.8 %) respondents strongly disagreed that they impose decision on their students in classroom, 45 (39.1%) disagreed, 3 (2.6%) stayed neutral, 4 (6.10%) agreed, while 5 (4.3%) strongly agreed that they do not impose decision on their students in classroom. Please refer to table 4.1 Item 1.

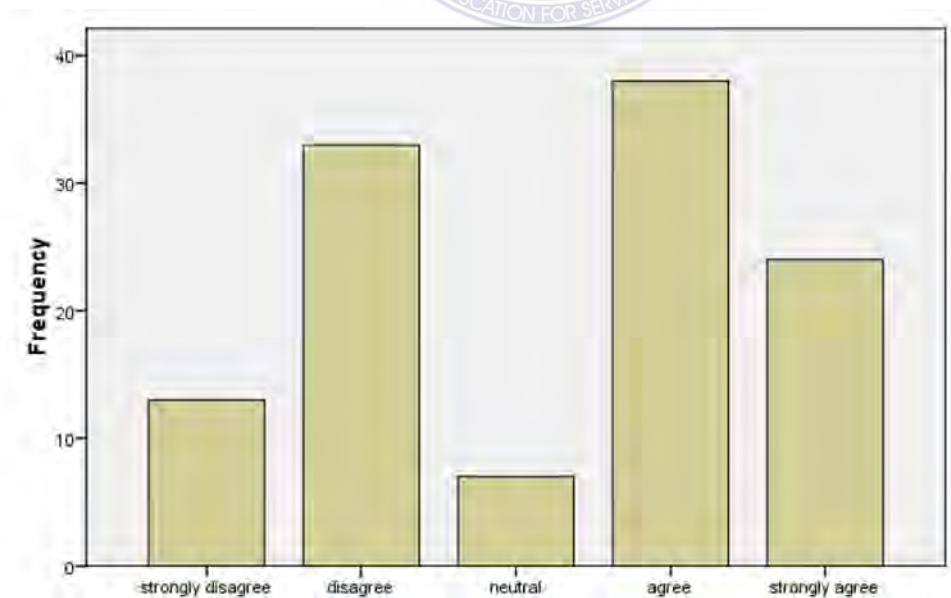


Figure 4.2: Bar chart showing how teachers are able to manage students and materials entrusted to them.

From item two on table 4.1, 38 (33.10%) and, 24(20.9%) respondents agreed and strongly agreed respectively that they are able to manage students and materials entrusted to them. While 33 (28.7%) and 13 (11.3%) disagree and strongly disagreed respectively. However, 7 (6.10%) stayed neutral to that statement.

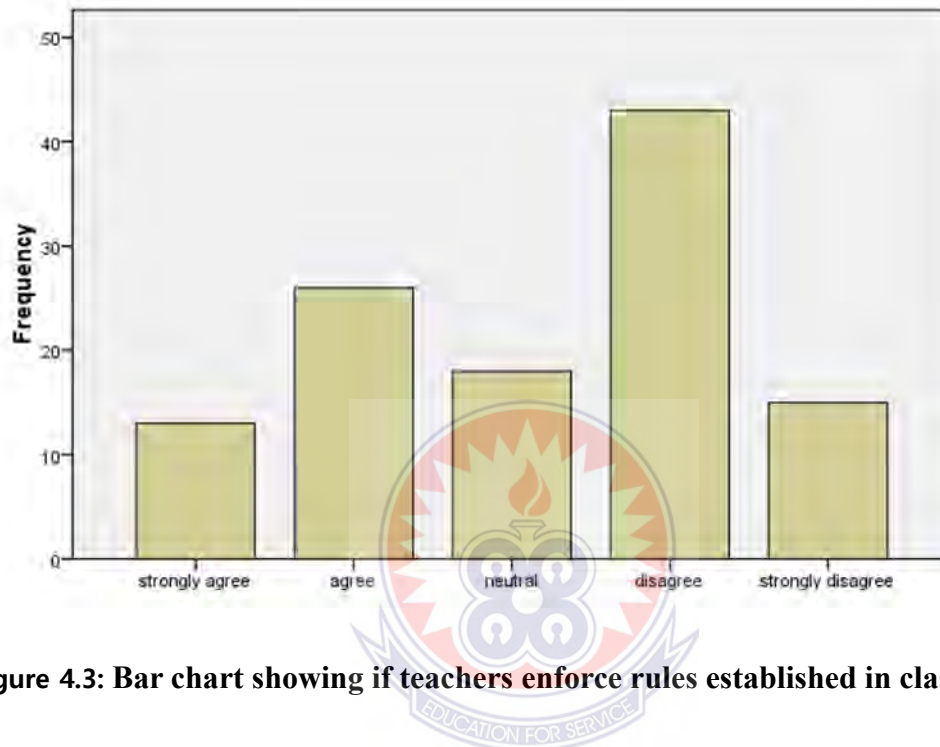


Figure 4.3: Bar chart showing if teachers enforce rules established in classroom.

With reference to item 3 in table 4.1 it clearly shows that more than half of the respondents agreed that they enforce rules established in class to all students in classroom. 13(11.3) strongly agreed to the statement while 26(22.6) respondents agreed. However, 43 (37.4) disagreed and 15(13.10) strongly disagreed. Meanwhile 18(15.7) stayed neutral.

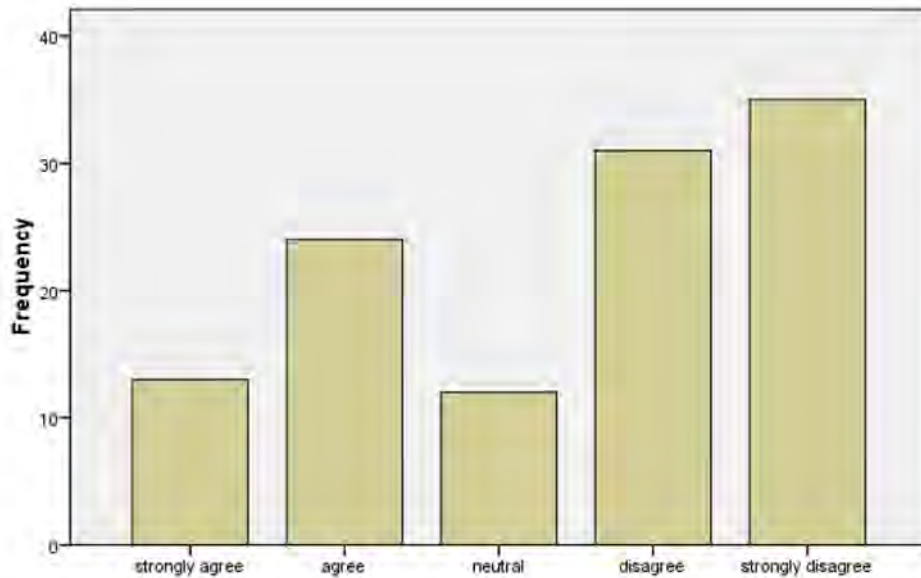
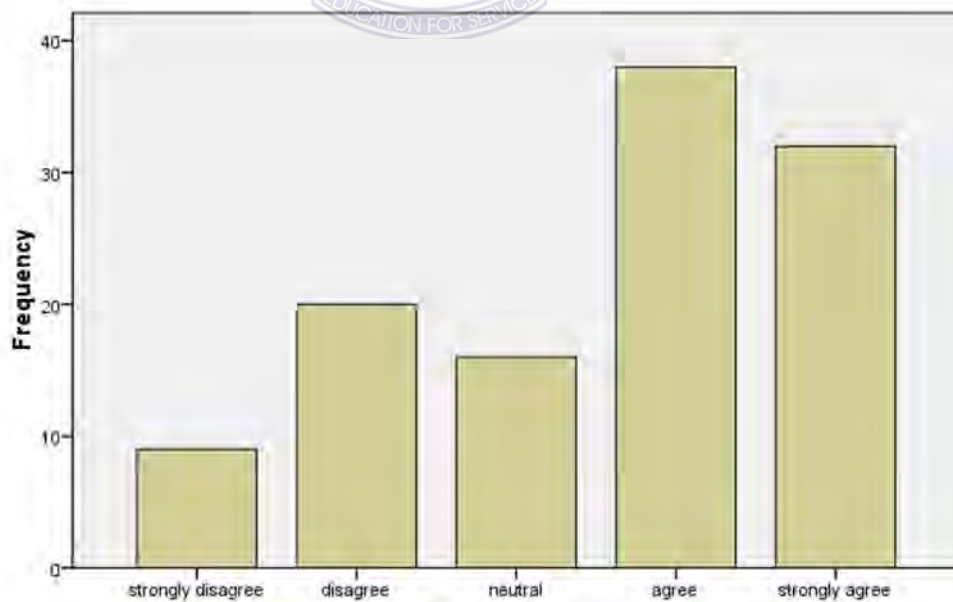


Figure 4.4: Bar chart showing if teachers are discriminative in classroom

From table 4.1 item 4, 13 (11.3%) and 24 (20.9%) strongly agreed and agreed that they do not discriminate in classroom, while 31 (27.0) and 35(30.4) disagreed and strongly disagreed they do not discriminate in classroom. he remaining 12 (10.4%) stayed



neutral.

Figure 4.5: Bar chart showing how teachers deliver lesson with little supervision

As respondents indicated, 9 (7.6%) and 17(4.0%) respondents strongly disagreed and disagreed respectively that they were able to deliver lessons effectively with little supervision. While 32(27.8%) and 38(33.0%) respondents strongly agreed and agreed to the statement 16(13.9%) stayed neutral. Please refer to table 4.1 Item 5.

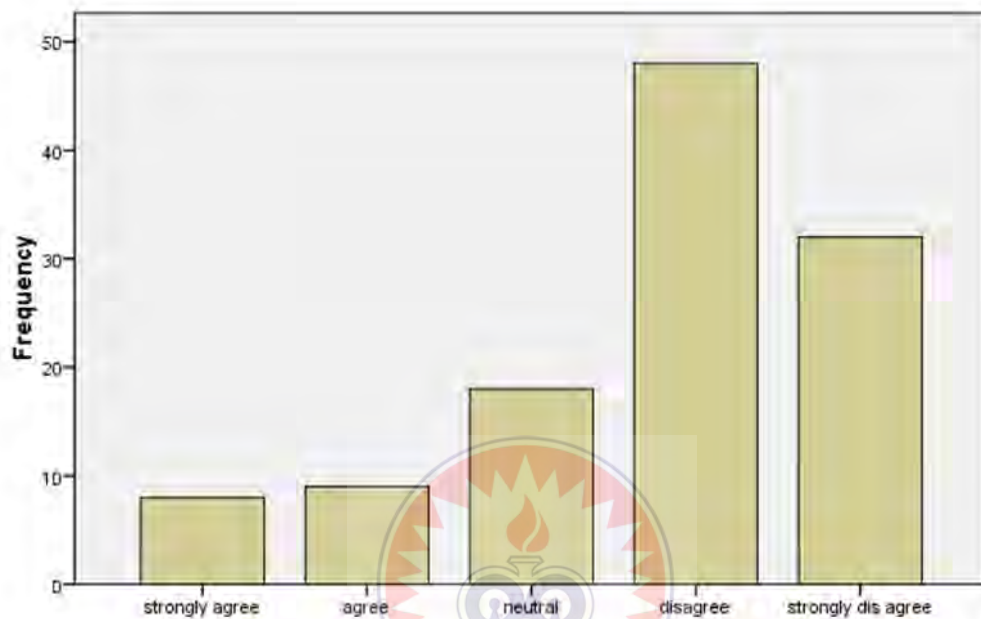


Figure 4.6: Bar chart showing teachers ability to create laughter to keep students in classroom.

The study sought for how teachers are able to create humour to students to keep their attention in classroom. With this, 48(41.7%) respondents disagreed that teachers were able to create laughter to keep students attention in classroom, 32(27.8%) respondents strongly disagreed, 18(15.7%) respondents stayed neutral, while 9(7.8%) and 8(7.0%) respondents respectively agreed and strongly agreed that they were able to create laughter to keep students attention in classroom. Please refer to table 4.1 Item 6.

In summary, the findings on personal skills challenges revealed that 27(23.10%) strongly disagreed and 37(30.10%) disagreed that they do not have personal skills challenges (that is, they have personal challenges problem). Again, 13(11.2%) stayed neutral, while 23(21.3%) and 26(14.3%) agreed and strongly agreed that teacher's personal skills do not pose challenges for them in classroom. Figure 4.7 highlighted this.

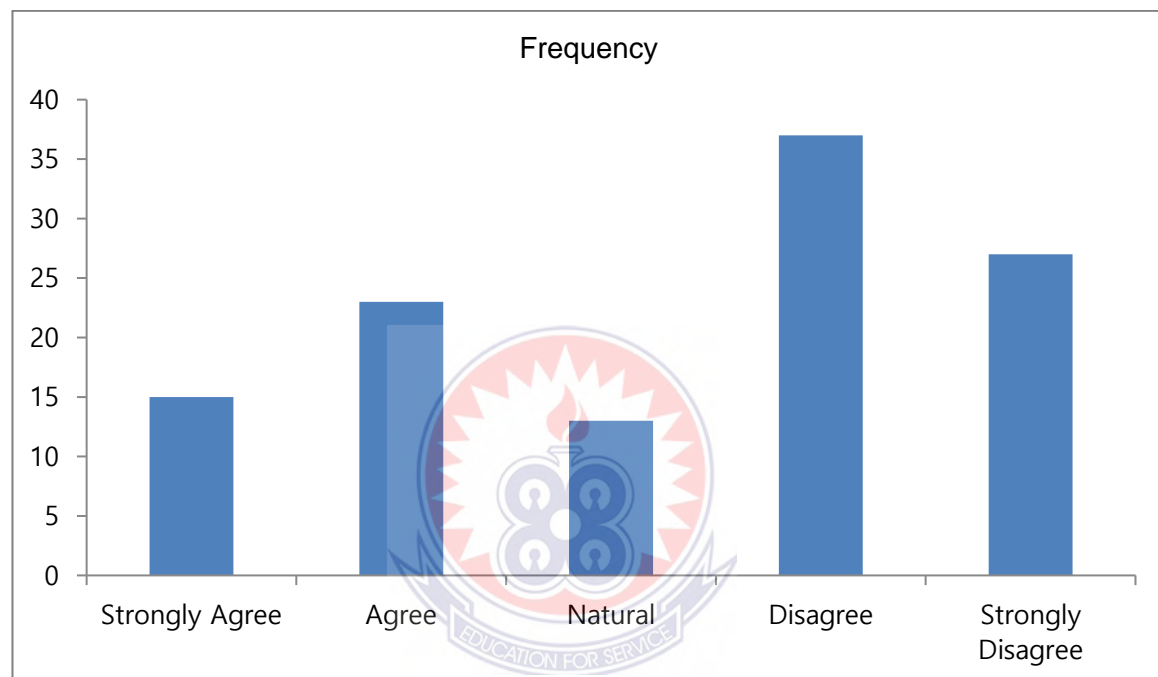


Figure: 4.7: Bar graph showing the summary of personal skills challenges

4.3.1.1. Discussion of results in relation to Research Question 1

The result of the finding indicated that most teachers 64(53.2%) have personal skills challenges as they disagreed that personal skills do not pose challenges for them and that they are not able to exhibit personal skills in their classrooms. This findings contradicts with Egan (2007) who asserted that teachers exhibit personal skills in classroom that creates a sense of community and belonging in the classroom when teaching. The finding of this study differs from that of Egan's work may be due to the fact that this study's items are different from Egan's work as Egan used items such as humility,

kindness, patience which are quite different from this study's work. Quite apart from that the differences may result from teachers low level of commitment at post in the study area. Again, 89(72.2%) respondents who are first degree holders may probably have many of them who are unprofessional teachers.

Interestingly, 100 (86.9%) of the respondents strongly disagree and disagree to the statement that they do not impose decision on students and that they are able to create democratic classroom for effective learning. This particular finding may be that teachers are doing away with the traditional ways of teaching where it was assumed teachers know all and for that matter, teaching was based on rote learning without giving room for students' critical thinking

4.3.2. Research Question 2 – *What academic challenges do teachers face in classroom?*

This research question was designed to find out academic challenges teachers face in classroom with regard to their classroom activities. Data in this section yielded the following findings in Table 4.2 below:

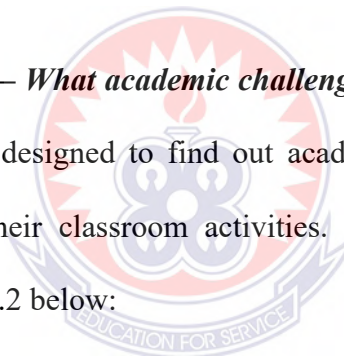


Table 4.2.: Statistics on Teachers Academic Skills challenges

Statements	SA	A	N	D	SD	Mean	Standard Deviation
1 .I have adequate knowledge on the subject I teach	13(11.3)	19(16.5)	14(12.2)	29(16.5)	40(34.8)	2.44	1.40
2. I attend workshop regularly to upgrade my knowledge	12(10.4)	32(27.8)	30(26.10)	32(27.8)	9(7.8)	3.05	1.13
3. I have no difficulty in the subject I am teaching because that is my area	9(7.8)	23(20.0)	20(17.4)	34(29.6)	29(25.2)	2.55	1.27
4. I am not able to relate learning to the students experience	16(13.9)	39(33.9)	15(13.0)	38(33.0)	7(6.10)	3.16	1.20
5.I am not able to conduct exercise after every topic treated	13(13.3)	44(38.3)	22(19.10)	27(23.5)	9(7.8)	3.21	1.16
6. I find it difficult to conduct good text items to measure students skills	15(13.0)	37(32.2)	13(13.0)	29(25.2)	19(16.5)	3.00	1.33
Grand Mean	13(12.0)	33(28.2)	19(16.8)	31(26.2)	19(16.8)	2.90	

Source: Field data 2016

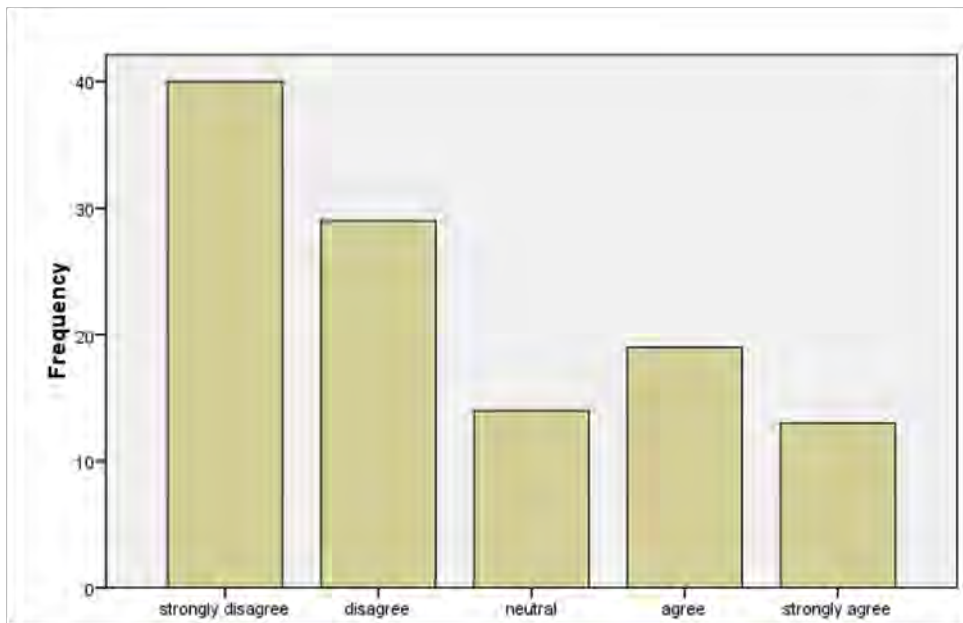


Figure 4.8: Bar chart showing teachers' level of knowledge in the subjects that they teach

It was gathered from table 4.2 item 1 that 13(11.3%) respondents strongly agreed and 19(16.5%) agreed that teachers have adequate knowledge on the subject they teach, while 14(12.2%) stayed neutral, and 29(16.5%) respondents disagreed, and 40(34.8%) strongly disagree that they have adequate knowledge in their subjects that they teach.

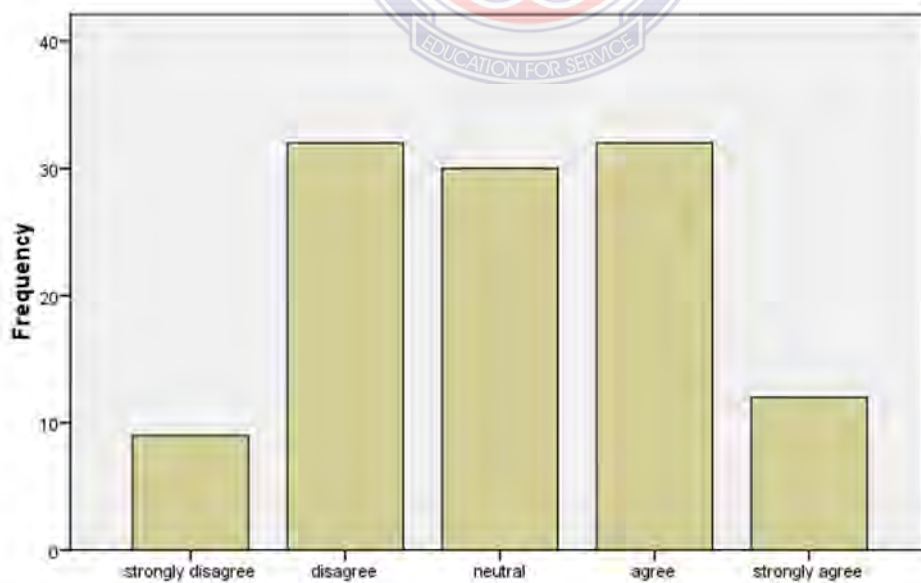


Figure: 4.9: Bar chart showing if teachers attend workshop to upgrade their knowledge

The researcher further wanted to find out from the teachers if they attend workshop regularly to upgrade their knowledge and 12 (10.4%) of the respondents strongly agreed, 32(27.8%) agreed, 30(26.10%) stayed neutral, 32(27.8%) disagreed, while 9 (7.8%) strongly disagreed. Please refer to 4.2 Item 2.

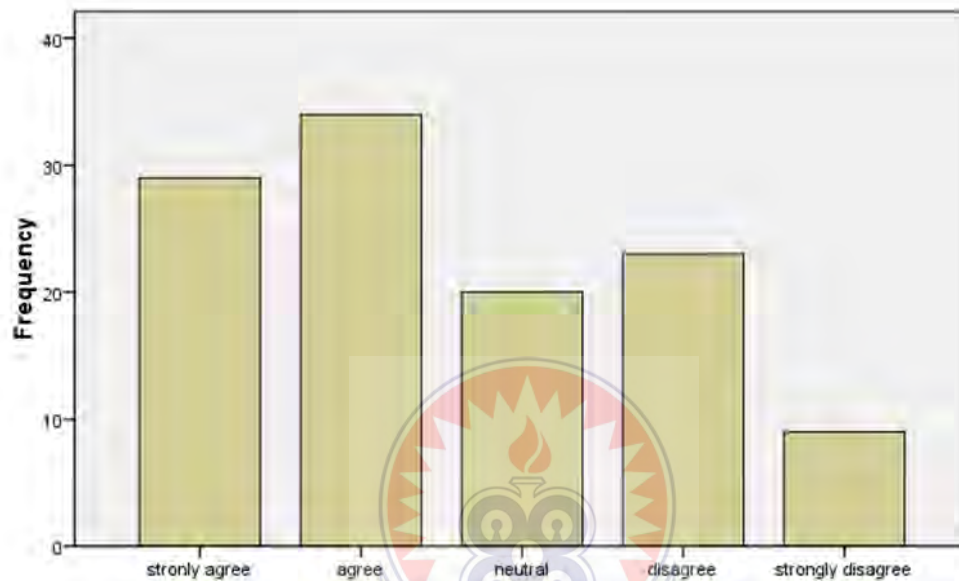


Figure 4. 10: Bar chart showing whether teachers have difficulty in subjects that are not their areas of specialization.

The researcher again wanted to find out from the teachers if they have no difficulty in the subject that they teach and 29(25.2%) respondents strongly disagreed, 34(29.6%) disagreed, 20(17.4%) stayed neutral, 23(20.0%) agreed, and 9(7.8%) strongly agreed. Please refer to table 4.2 Item 3.

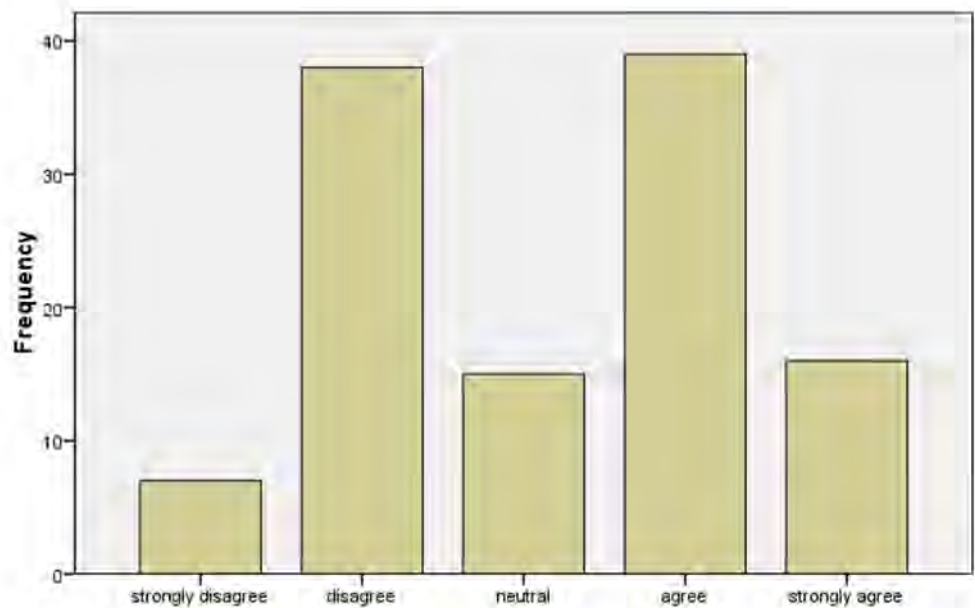


Figure 4.11: Bar chart showing teachers ability to relate learning to students experience.

The researcher wanted to find out from the classroom teachers if they do not to relate learning to the students' experience. With this statement, 7(6.10%) respondents strongly disagreed, 38(33.0%) respondents disagreed, 15(13.0%) teachers stayed neutral, 39(33.9%) respondents agreed while 16 (13.9%) teachers strongly agreed that they do not relate learning to the students' experience. Please refer to table 4.2 Item.4.

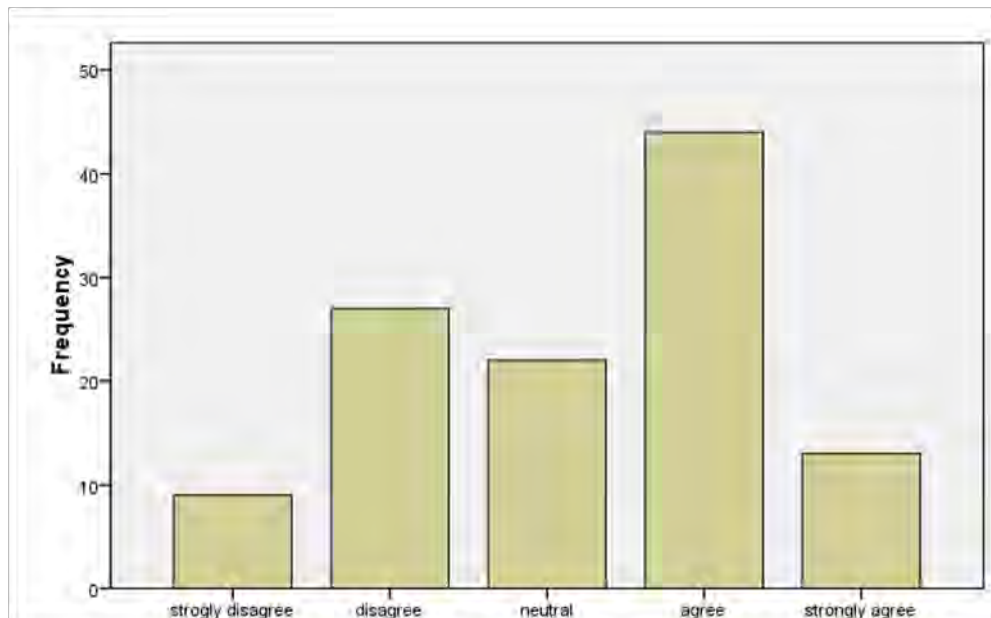


Figure 4.12: Bar chart showing teachers ability to conduct exercise after every topic treated.

Moreover, 13(13.3%) strongly agreed, that they do not conduct exercise after every topic treated, 44(38.3%) agreeing, and 22(19.10%) stayed neutral. In the opposite side, 27 (23.5%) disagreed, while 9 (7.8%) strongly disagreed that they do not conduct exercise after every topic treated. Please refer to table 4. 2 Item5.

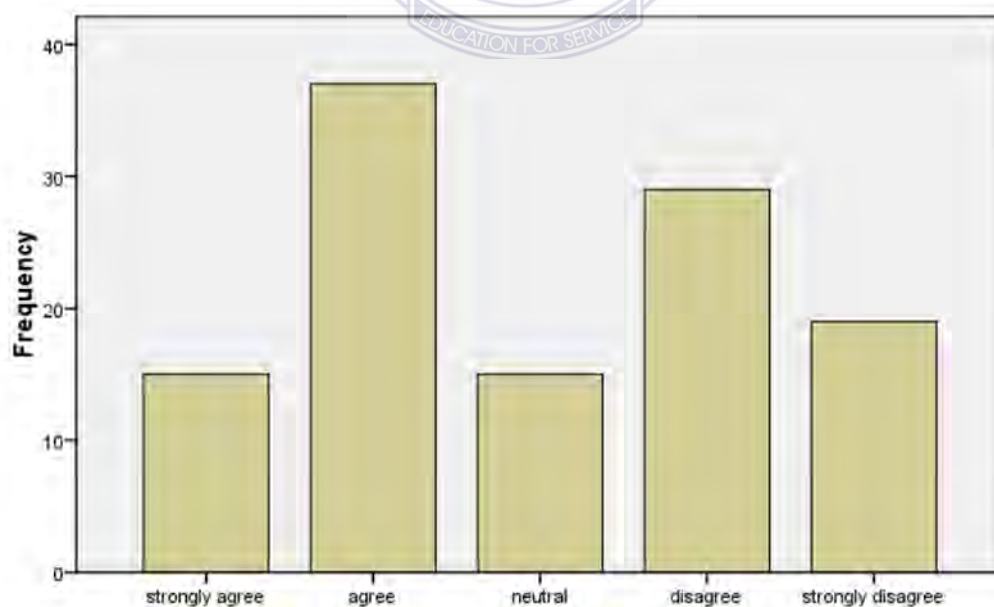


Figure 4. 13: Bar chart showing teachers ability to conduct good text items

Furthermore, the researcher wanted to find out from the teachers if they find it difficult to conduct good test items to measure students' skills in classroom. With this statement, 15(13.0%) respondents strongly agreed, 37(32.2%) agreed, 15(13.0%) stayed neutral, 29(25.2%) disagreed, while 19(16.5%) strongly disagreed that they find it difficult to conduct good test items to measure students' skills in classroom. Please refer to table 4.2 Item 6.

In summary, the findings of academic skills challenges showed that 33(28.2%) agreed and 13(12.0%) strongly agreed to that question that academic challenges are not problem for them. However, 19 (16.8%) respondents strongly disagreed and 31(26.2%) respondents disagreed that they do not have academic challenges in classroom whiles 19(16.8%) stayed neutral. Figure 4.15 below shows.

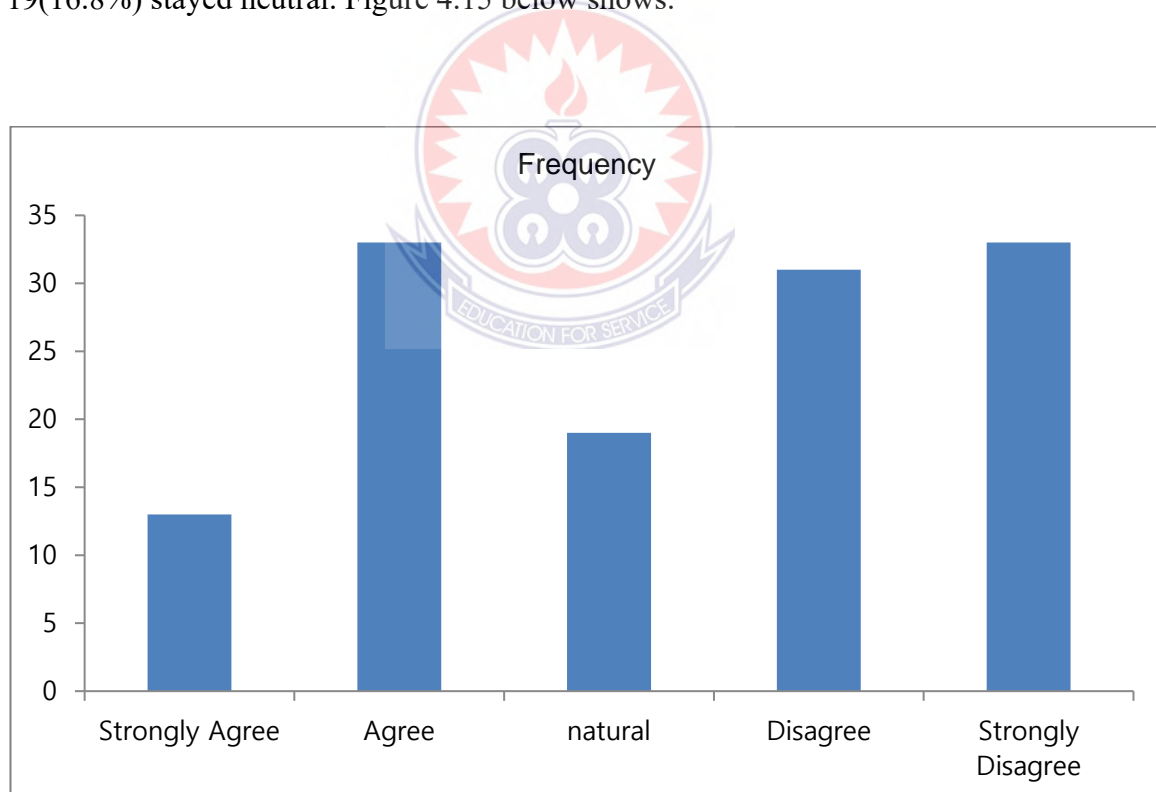


Figure 4. 14 Bar graph showing the summary on teachers' academic challenges.

4.3.2.1. Discussion of results in relation to research question 2

In finding out academic challenges teachers face in classroom, it showed that 50(43.00%) of the teachers are battling with academic challenges. This finding supports that of Certo (2000) who noted that lack of teachers' theoretical, practical knowledge and skills on pedagogy make them prone to academic challenge that lead them unable to relate learning to the students' experience.

One of the reasons why teachers are lacking content knowledge and for that matter, they are not able to combine pedagogy with content knowledge in their various classrooms could be that most teachers do not teach subjects that they were thought in their various universities .For instance most teachers had their degrees in Statistics and are asked to teach Mathematics in the various senior high schools simply because the two have some similarities and the fact that the two are alike do not make it possibly the same. What happens later on is that a teacher who is not knowledgeable and shows commitment may find difficulty in delivering. Moreover, teachers lack of content knowledge could be as a result of irregularly workshops organize for teachers to be abreast with time.

4.3.3. Research Question 3 - *How teaching and learning resources be sources of classroom challenges?*

This research question intended to find out the extent to which teaching and learning resources be sources of classroom challenges. With this. The respondents' responses were presented in Table 4.5 below.

Table 4.3: Statistics on Teaching and learning resources challenges

Statements	SA	A	N	D	SD	Mean	SD
1 I am not able to get teaching textbooks to enhance teaching in classroom.	12(10.4)	28(24.3)	10(8.7)	46(39.10)	20(17.4)	3.28	1.29
2. I have access to appropriate teaching learning material in classroom	5(4.3)	29(26.2)	15(13.10)	49(41.7)	18(15.5)	2.60	1.15
3. I do not get notebook for lesson plan	33(28.7)	38(33.10)	25(25.7)	11(9.6)	8(7.10)	2.33	1.19
4. Students buy recommended textbook	11(9.6)	21(18.3)	23(20.10)	41(35.7)	19(16.5)	2.68	1.22
5. I have storage facilities to keep students records	12(10.4)	24(20.10)	16(13.9)	41(35.7)	22(19.10)	2.67	1.25
6. I have access to my subject's syllabus	34(29.6)	30(26.10)	8(7.10)	28(24.3)	15(13.10)	3.34	1.45
Grand Mean	18(15.50)	28(25.10)	16(14.50)	36(30.20)	17(14.80)	2.81	

Source: 2016

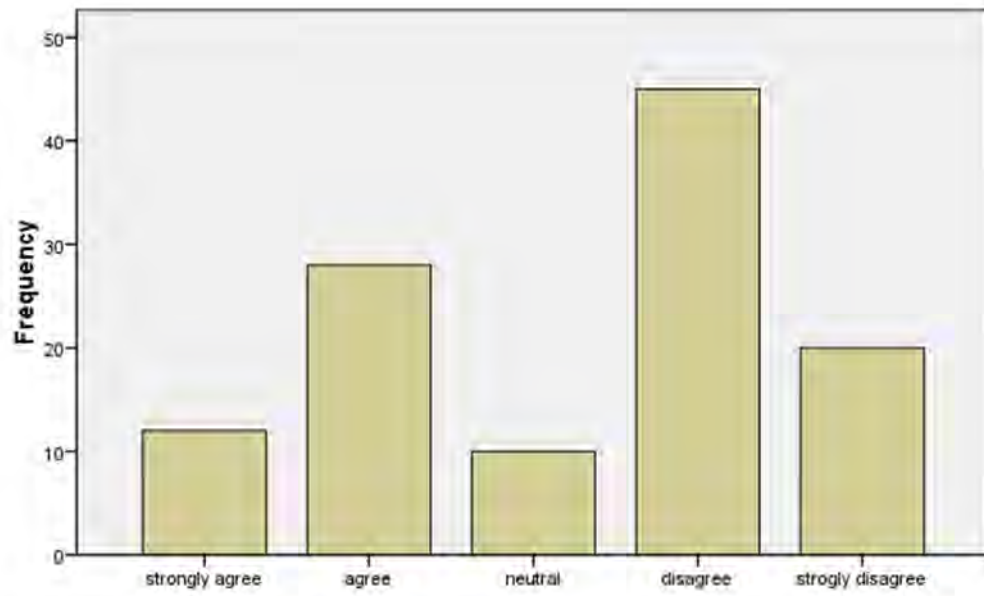


Figure 4. 15: Bar chart showing if teachers get teaching textbooks to enhance teaching

The researcher wanted to find out from teachers if they do not get teaching textbooks to enhance teaching in classroom. With this statement, 12(10.4%) respondents strongly agreed, 28(24.3%) teachers agreed, 10 (8.7%) respondents stayed neutral, 45 (39.1%) disagreed, while 20 (17.4%) strongly disagreed that they were not able to get teaching textbooks to enhance teaching in classroom. Please refer to table 4.3.Item 1

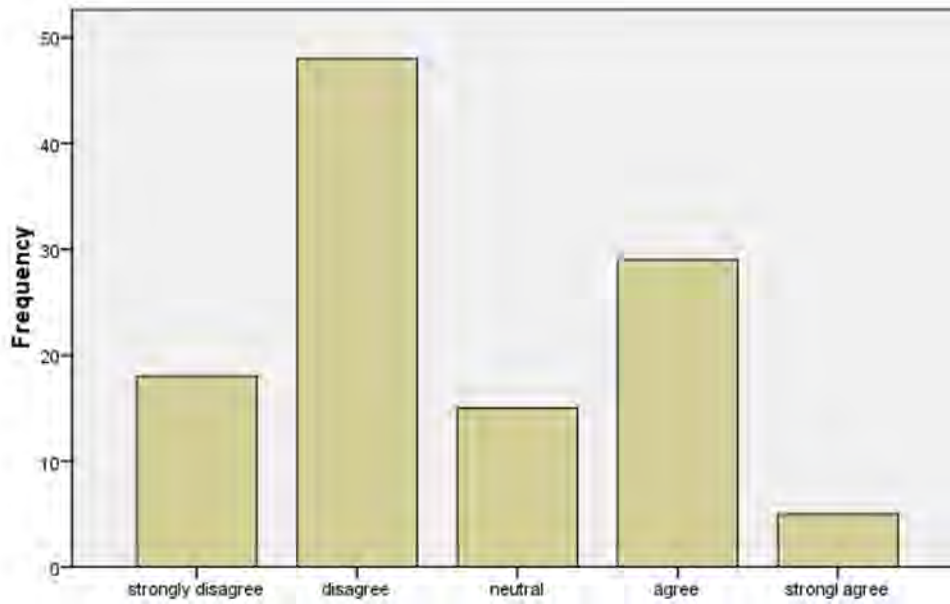


Figure 4.16: Bar chart depicting the appropriateness of teaching and learning materials to teachers in classrooms.

The researcher further wanted to find out from the teachers if they have access to appropriate teaching learning material in classroom and 5(4.3%) strongly agreed, 29 (26.2%) agreed, 15(13.0%) stayed neutral, 48(41.7%) disagreed, and whiles 18(15.5%) strongly disagreed. Please refer to table 4.3 Item 2.

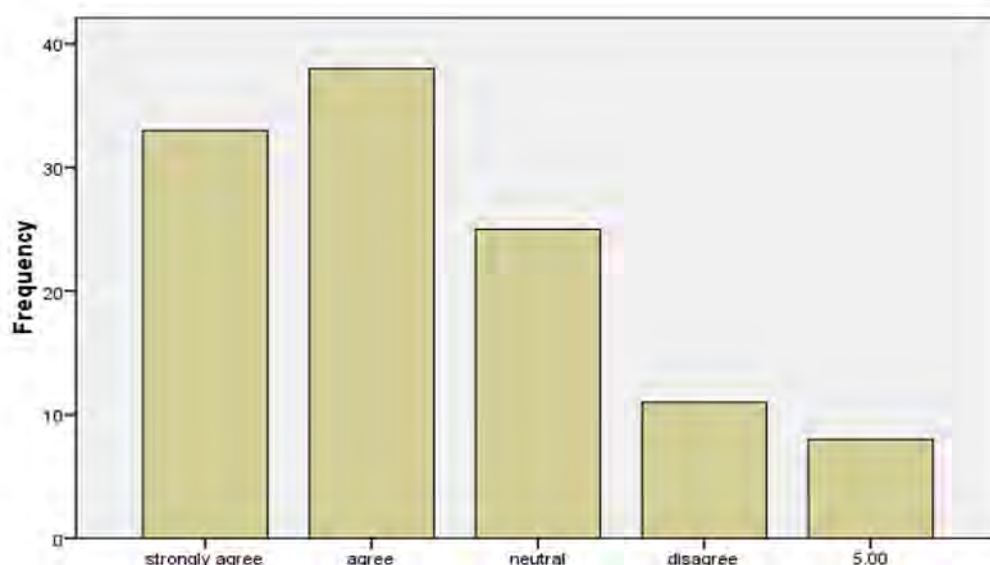


Figure 4.17: Bar chart showing if teachers do not get notebooks for their lesson plans.

Moreover, 33(28.7%) strongly agreed, 38(33.0%) also agreed that they do not get notebook for lesson plan and 25 (21.7%) stayed neutral. On the other hand, 11(9.6%) differ in disagreeing, while 8 (7.0%) strongly disagreed to the assertion that they did not get notebook for lesson plan. Please refer to table 4.3.Item 3

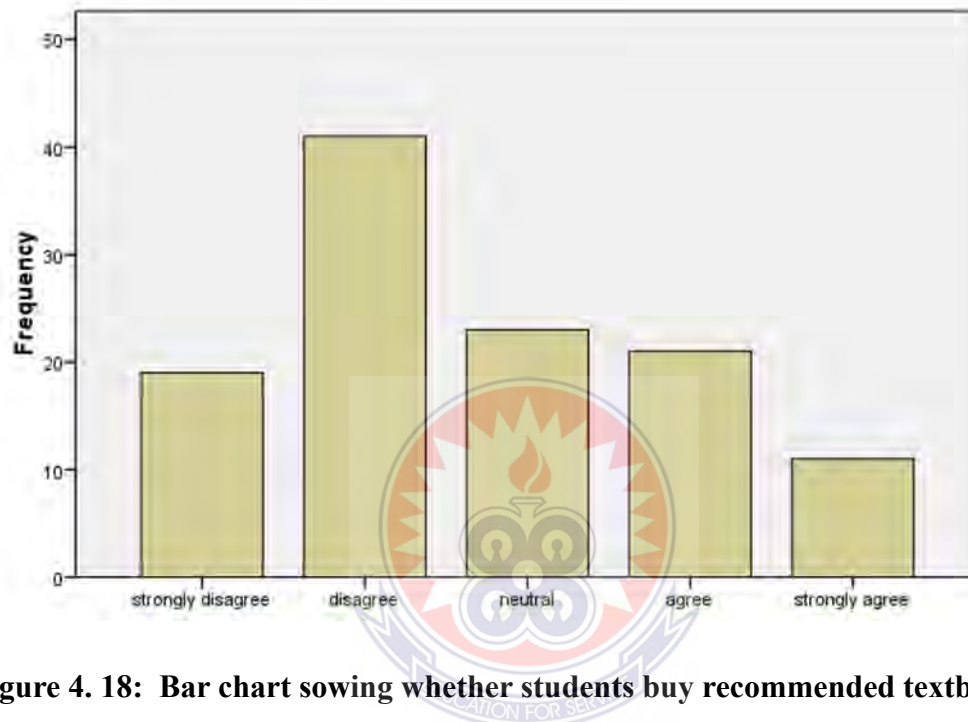


Figure 4. 18: Bar chart showing whether students buy recommended textbooks

Furthermore as to whether students buy recommended textbook, table 4.3 item 4 indicated responses of respondents of 19 (16.5%) strongly disagreed that students buy recommended textbooks. Based on this, 41(35.7%) respondents also disagreed, However, 21(18.3%) respondents agreed, and 11 (9.6%) also strongly disagreed that their students buy recommended textbook whilst 23 (20.0%) stayed neutral.

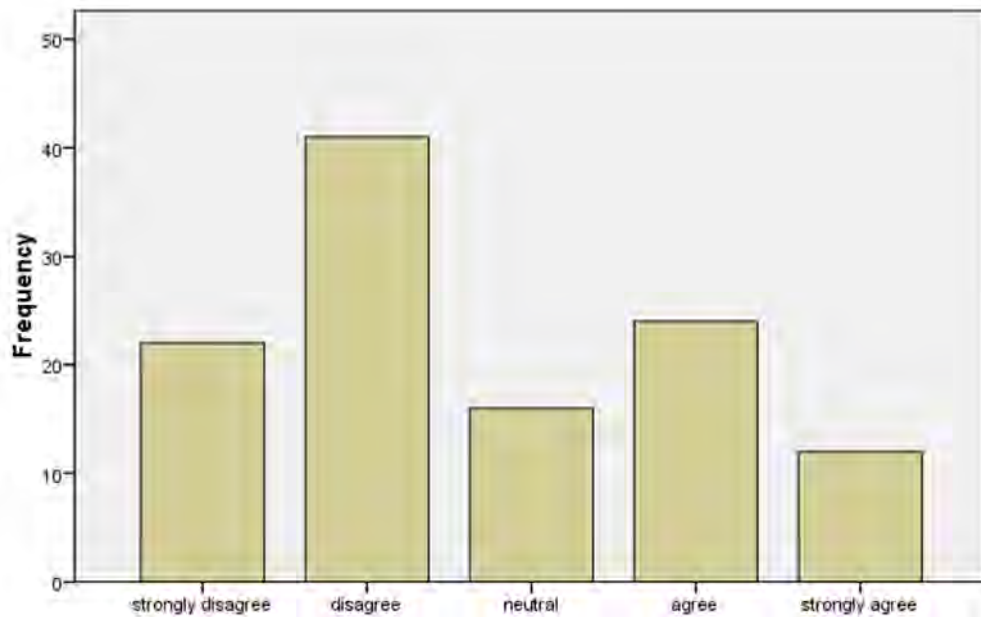


Figure 4. 19: Bar chart showing storage facilities of students

Moreover, the researcher wanted to find out from the teachers if they have storage facilities to keep students records. With this statement, 12(10.4%) respondents strongly agreed, 24(20.10%) respondents agreed, 16(13.9%) respondents stayed neutral, 41(35.7%) respondents disagreed, while 22(19.10%) respondents strongly disagreed that they have storage facilities to keep students records. Please refer to table 4.3 Item 5

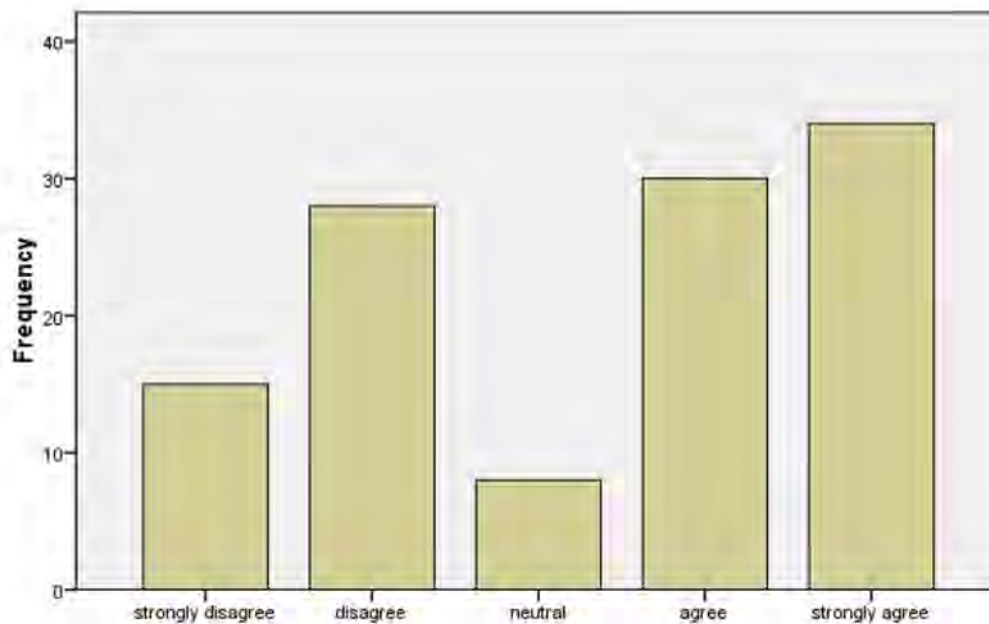


Figure 4. 20: Bar chart showing if teachers have access to their subject's syllabuses.

With this statement, 34(29.6%) respondents strongly agreed, 30(26.10) respondents agreed, 8(7.0) respondents stayed neutral, 28(24.3%) respondents disagreed, while 15(13.0%) respondents strongly disagreed that they do not have access to their subject's syllabus to enhance teaching and learning. Please refer to table 4.3 DC 6.

In summing up the findings of teaching learning resources challenges of teachers, it shows that 17(14.8%) and 36(30.2%) respondents strongly disagreed, and disagreed that they get teaching learning materials for their work. Again, 28(25.0%) and 18(15.5%) agreed and strongly agreed to that question while .16(14.5%) stayed neutral to the statement. Please refer to figure 4.21 below.

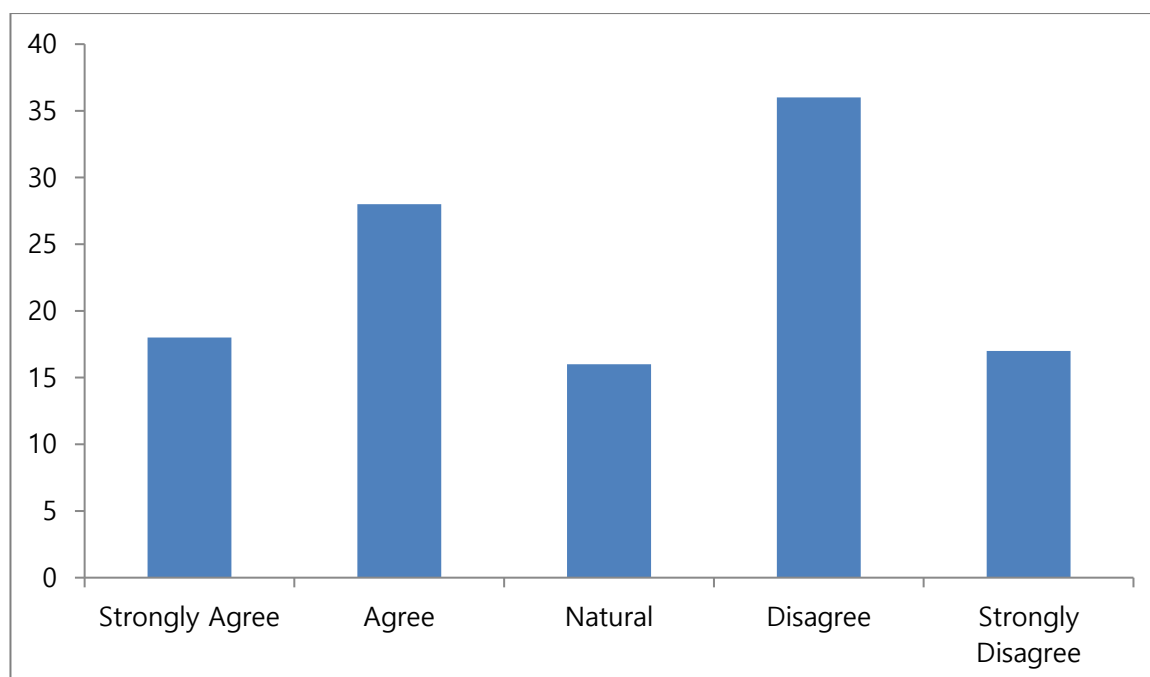


Figure 4.21: Bar chart showing the summary on teaching learning resources challenges

4.3.3.1. Discussion of results in relation to research question 3

The study looked at how teaching and learning pose challenges to teachers in Bosomtwe public senior high schools. The finding indicates that 53 (45.00 %) of the respondents disagree and strongly disagree that they get teaching learning resources to support teaching and learning. However, Hasan (2004) noted contrary view to the study that in senior high schools, the teaching and learning resources are highly provided by the school and head of the department.

One reason why the district faces teaching learning problem could be that the government who is supposed to have brought subventions for the school to buy teaching and learning materials do not bring them. It can be further argued that because the study area schools are all community schools, parents who are supposed to assist the school through Parent Teachers Association dues are also not in the position to do so. Despite the fact that the District faces teaching and learning resources challenges, 64 (55.7%)

respondents strongly agreed and agreed of having access to their teaching syllabus to enhance teaching and learning. This is because syllabuses unlike other teaching resources like that are provided on termly basis, syllabuses are given to schools for four years only that they are slightly changed periodically so if syllabuses are gotten by teachers, it is right in its direction.



CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0. Introduction

The purpose of the study is to find out classroom challenges of teachers in the Bosomtwe District of Ashanti Region with these research questions: In what ways do teachers' personal skills pose challenges for them, what academic challenges do teachers face in classroom and how can teaching and learning be source of classroom challenges. The chapter gives the summary, findings and conclusions of the study. It further gives recommendations based on the findings in order to minimize the identified teachers' challenges in the near future.

5.1 Summary of the Work

The main focus of the study was to find out classroom challenges of teachers. Data were collected among public senior high teachers in Bosomtwe District to achieve the following aims of the study, namely:

To find out how personal skills of teachers can pose classroom challenges

To find out the academic challenges teachers face in classroom.

To determine how teaching and learning resources can be sources of classroom challenges.

The descriptive survey design was used for the study. The research population for the study comprised all teachers in public senior high schools in Bosomtwe District. Purposive sampling was used to select a sample of 115 respondents for the study. Instrument used for data collection was the closed-ended questionnaire SPSS version 16.0 was used to analyze the data obtained from the field. The summary of each research question is presented below.

5.2 Main Findings of the study

5.2.1. Demographics

The study showed that 79(68.7%) of the teachers are below forty years. There was gender imbalance in the number of respondents as 75 teachers representing 65.2% were male, and 40 teachers representing 34.8% were female. With regard to the respondents' educational status, 89 (72.2%) were first degree holders, 29 (25.2%) were master of education degree holders, while 3 (2.6%) were master of philosophy holders. The respondents working experience showed that many of the teachers in the District have experience in their work as they have served for a long time

5.2.2. Findings on Personal skills challenges

The first research question that sought out ways personal skills of teachers can pose classroom challenges revealed that most teachers 64(53.2) have personal skills challenges in their respective classrooms even though most teachers have served for a long time. However, it was found out that respondents were of the view that they were not discriminative when it comes to discharging of duties.

5.2.3. Finding on Academic challenges

The second research question that sought to find out the academic challenges teachers face in classroom of public senior high school teachers at Bosomtwe District revealed that majority of teachers 50(43.00%) agreed and strongly agreed of having academic challenges in classroom. To buttress this point, 69(51.3%) do not have adequate knowledge in the subjects that they teach, Moreover, 63(54.8%) respondents are having difficulty in their subjects that they handle in classrooms.

5.2.4. Findings on teaching and learning resource challenges

On how teaching learning resources can be source of classroom challenges, in the third research question, it was revealed that getting notebooks and textbooks for both teachers and students pose challenges to teachers. As noted, 53(44.8%) disagree to that statement that they have teaching and learning resources for effective work. To highlight the above point, 60(52.2%) respondents also indicated that students do not buy recommended textbooks to support teaching and learning.

5.3. Conclusion

Based on the findings of the study, it was possible to draw the following conclusions:

Teachers' personal skills abilities to teach effectively are at low level that can meet the variety of responsibilities expected of a teacher.

A quiet number of teachers in the study area were not adequately and contently effective to deliver that will boost their students and feel competence for the achievement and success in their examinations.

Teaching and learning resources promote students learning as they assist teachers to make their lessons explicit to learners. Then lack of it declines the teachers' ability to transmit information and ideas to learners.

5.4 Recommendations

Based on the findings and conclusion made above, the following recommendations are hereby suggested:

1. There is the need for the improvement of teachers' personal skills by Ghana Education Service by organizing workshops for the teachers in the study areas. This will improve the development of their personal skills challenges.

2. Teachers should be abreast of content knowledge in their area of specification, to make them have no difficulty in the subjects that they handle, by having periodic workshops to be effective teachers. Again, teachers must be made to teach their areas of specifications in order to minimize teachers' ineffectiveness.

3. Regular supply of teaching and learning materials should be embarked on by the government to senior high schools in Bosomtwe District of Ashanti.

5.5. Recommendations for Future Research

The areas suggested by the study for further research include:

1. A further suggestion would be that a similar study be conducted in different district in order to assess whether the study could yield similar findings regarding the classroom challenges facing teachers.
2. A study should be carried out to find out personal skills challenges of professional and non-professional teachers of the District.
3. A study should be carried out to find out the classroom challenges of male and female teacher

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APPENDIX A

Dear Respondent,

I am carrying out a study on the topic ‘ *Exploring the Classroom Challenges Facing Teachers in Public Senior High Schools in Bosomtwe District: A Case Study of Jachie-Pramso, Beposo, and ST George’s Senior High Schools*’. It is against this background that you have been randomly selected to participate in the research by completing the questionnaire. It would thus be very helpful if you assist by answering the questionnaire as per instructions at the beginning of each section. You are required to provide the most appropriate answer in your opinion. Your responses will be kept confidential. In any case the questionnaire is anonymous. Thank you.

Yours faithfully,

.....

Grace Fosu

Researcher



SECTION A

RESPONDENTS' BACKGROUND INFORMATION

Please help us classify your response by supplying the following facts about yourself and your opinion on the raised issues by ticking an appropriate box. There is no right wrong answer therefore no particular response is targeted.

1. What is your age? 21- 30[]. 31- 40[]. 41 - 50[] 51+ []
2. What is your sex? Male []. Female [].
3. What is your Educational Status? First Degree [] M.ed [] Mphil [] Others []
4. What is your Teaching Experience: 1 – 5 yrs [] 6 – 10yrs [] 11 – 15yrs [] 16yrs+ []



SECTION B**TEACHER CLASSROOM CHALLENGES QUESTIONNAIRE**

Instructions: For each of the following, kindly respond to the classroom challenges statements, by ticking the number of the 5-point scale using the following key (1=Strongly Disagree, 2=Disagree, 3=Neutral 4=Agree, 5=Strongly Agree) to answer classroom challenges as sincerely as possible.

Personal Skills Challenges

NO.	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	I do not impose decision on my students in classroom					
2.	I am able to manage students and materials entrusted to me in the classroom					
3.	I enforce rules established in the class to all students in classroom					
4.	I am not discriminative in classroom					
5.	I am able to deliver lessons effectively with little supervision					
6.	I am able to create laughter to keep students attention in classroom					

Academic Challenges

NO.	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	I do not have adequate knowledge on the subject I teach					
2.	I attend workshop regularly to upgrade my knowledge					
3.	I have no difficulty in the subject I am teaching because that is my area of specialization					
4.	I am not able to relate learning to the students experience					
5.	I am not able to conduct exercise after every topic treated					
6.	I find it difficult to conduct good test items to measure students skills in classroom					

Teaching and Learning Resources Challenges

NO.	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I am not able to get teaching textbooks to enhance teaching in classroom					
2.	I have access to appropriate teaching learning material in classroom					
3.	I do not get notebook for lesson plan					
4.	Students buy recommended textbook					
5.	I have storage facilities to keep students records in classroom					
6.	I do not have access to my subject's syllabus					