

UNIVERSITY OF EDUCATION, WINNEBA

**INVESTIGATING INTO THE CAUSES OF STUDENTS' POOR
PERFORMANCE IN COMPREHENSION AT SENIOR HIGH SCHOOL:
THE CASE STUDY OF AZEEM NAMOA SENIOR HIGH SCHOOL**



**A dissertation in the Department of Applied Linguistics, Faculty of Foreign
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Studies, in partial fulfilment
of the requirements for the award of the degree of
Master of Education
(Teaching English as a Second Language)
in the University of Education, Winneba**

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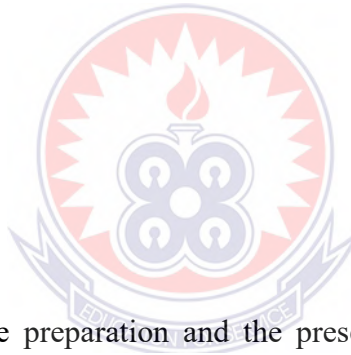
DECLARATION

Student's Declaration

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

SIGNATURE:

DATE:



Supervisors Declaration

I hereby declare that the preparation and the presentation of the dissertation were supervised in accordance with the guidelines on thesis laid down by the University of Education, Winneba.

DR. SEFA OWUSU (SUPERVISOR)

SIGNATURE:

DATE:

DEDICATION

This work is dedicated to my family.



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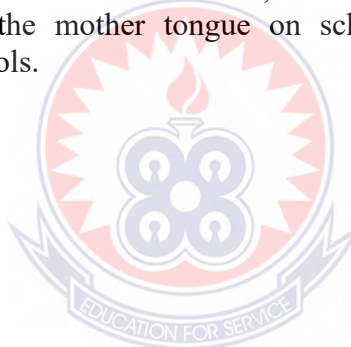
GLOSSARY

EFL	:	English as a Foreign Language
ESL	:	English as a Second Language
GES	:	Ghana Education Service
NALAP	:	National Literacy Acceleration Program
PTA	:	Parent – Teacher Association
SHS	:	Senior High School
SPSS	:	Statistical Package and Service Solutions
TLM	:	Teaching Learning Material
WAEC	:	West African Examination Council
WASSCE	:	West African Secondary School Certificate Examination



ABSTRACT

This study sought to investigate the causes of students' poor performance in comprehension at senior high school. Azeem Namoa Senior High School was used as a case study. The study adopted a descriptive survey research design. The target population was students and teachers of the school. A sample of 102 students and 4 teachers of English were purposely selected for the study. Questionnaires were used in data collection. The findings of the study reveal that mother tongue interference; communication in Pidgin English; social media influence; limited teaching and learning materials; misconceptions about English Language Comprehension; and teaching and learning based on traditional content and knowledge were the major causes for students' poor performance in English Comprehension. Based on these findings, the researcher recommends that special attention should be given to the teaching of vocabulary building as the study revealed that teachers pay less attention to that; the headmaster in collaboration with the head of the department and the English teachers should find ways of motivating students to love reading; the government should provide the school with instructional aids; the headmaster in collaboration with the PTA should build a language laboratory for the school; the curriculum must be relevant and flexible to the needs of the students in rural areas; and finally, teachers must always discourage the use of the mother tongue on school campuses, especially in secondary boarding schools.



CHAPTER ONE

INTRODUCTION

1.0 Background of the Study

Although all creatures communicate, language is specific to human beings (Yule, 2010). This means that language is used by only human beings for communication. In view of this, there is the need to ensure that its users communicate efficiently with it. As a result of this, the use of language needs not to be downplayed. English is regarded as one of the most important languages in the world (Quirck, Greenbaum, Leech, & Svartvik, 1992). In a multi-lingual country like Ghana, English serves as the medium of communication (Anyidoho, 2017). English is the language of the media, education, law courts, trade, and other professions. Even literates and non-literates alike, try to use the language to communicate with others (Quirck, et al 1992).

The English Language is the medium of communication in our post-primary institutions, higher institutions as well as the official language of the country. This means that the lack of proper skills in English language will inevitably affect the performance of other subjects in the school. Therefore, Senior High School students need effective English language (Sa'ad & Usman, 2014). In order to become part of the world and to be able to communicate in the Ghanaian society, it is very important that beginners are exposed to the English language at the early stage of their education. As Tabi-Arhin (2004) asserts, the English language is necessary for every meaningful and effective academic work.

The primary goal behind the use of the National Literacy Acceleration Program (NALAP) is that mother tongue-based instruction is an essential tool for the

acquisition of literacy skills (Yeboah, 2014). Yeboah further posits that the colonial administration between 1821 and 1904 after the British assumed more administrative control over the Gold Coast, made many attempts to bring some control over which language to use as the medium of instruction. Today, in Ghana, English language is considered as the official language and the medium of instruction from the upper primary through to the tertiary institution (Sey, 1973). It is also taught as a core-subject from the upper primary through to the senior high school.

Even at the Senior High School, no matter the program of study a student pursues students are expected to pass the English Language before they are admitted into tertiary institutions.

In this respect, there is the need to ensure that students are highly equipped with the requisite skills, teaching and learning materials as well as competent teachers to be able to perform well.

Lack of proper skills in English language reading comprehension will inevitably affect the performance of other subjects. This can even be extended further, that poor performance in English language as a whole has been linked to the failure in students answering of comprehension questions. The poor performance in this area is likely to have an impact on school leavers in their training or place of work (Mogaka, 2000).

The Chief Examiner's report on the WASSCE from 2014 to 2018 suggests that majority of the students failed in the English Language Comprehension. From the report, generally, the performance of students in this section of the paper, fall below expectation with many candidates scoring well below pass mark.

It is in this vein that the researcher is interested in investigating the performance of students in English comprehension at the Azeem Namoa Senior High School whose performance has been declining in recent years. Records from the past 3 years has indicated that no student has made a grade of A1 - B3 in English Language.

1.2 Problem Statement

The performance of students in English comprehension has been an issue of concern to stakeholders of education. A lot of studies, from various researchers such as Karen L. Sanford and San Francisco (2015), Champaruang (1999), Purisodom, (2009), Thani (2009), Yongsathien, (2009), among others, have been conducted to ascertain the performance of students in the English comprehension; however, none of these studies have addressed the performance of students in the English comprehension at Azeem Namoa Senior High School. In light of this, the study seeks to investigate the poor performance of students in English comprehension at that school. The selected Senior High School had been a Category-D school. This means the students have not been performing well in the WASSCE.

The Chief Examiner's report indicates that students' performance in English language comprehension keeps falling each year and this is as a result of the massive failure in comprehension. For instance, in 2015, according to the report, a significant number of the candidates displayed outright lack of understanding of the questions, hence, leading to poor performance in that aspect. In 2016, the passage was very interesting and quite easy to understand. However, candidates performed poorly. A good number of them displayed an outright lack of understanding of the questions. There was strong evidence that candidates had not been taught functional grammar because they were unable to state correctly the name and function of the grammatical

item: (6g). Candidates were also not able to supply words or phrases that meant the same and could replace the words as used in the passage. In 2017, it was observed that candidates did not take the trouble to understand the passage well enough before supplying answers to the questions. In many cases, candidates copied blindly from the passage. Even where candidates chanced to locate the right context of an answer, no effort was made to reshape or adapt the copied part to answer the given question. Lastly in 2018, many students chose to quote from the passage directly and that was wrong. Most of the students could not explain the expression. The vocabulary items were quite well done but again they got the tenses mixed up.

This clearly shows that an overwhelming majority of students fail in the English language Comprehension paper. This, therefore, prompts the researcher to investigate into the poor performance of Senior High School students in the English Language comprehension hence the selected school is not an exception.

1.3 Objectives of the Study

1.3.1 General Objective

The study sought to investigate the poor performance of Senior High School students in English comprehension vis-à-vis factors that influence the performance of these students.

1.3.2 Specific Objectives

The study seeks to:

1. identify student-related factors that account for poor performance in English Comprehension.
2. find teacher-related factors that account for students' performance in English Language Comprehension.

3. identify possible ways of improving the performance of students in the teaching and learning of English language Comprehension.

1.4 Research Questions

In order to achieve the objectives of the study, the following research questions were generated.

1. What student-related factors account for poor performance in English Language Comprehension?
2. What are the teacher-related factors that account for students' performance in English Language Comprehension?
3. What are the possible ways of improving the performance of students in English language Comprehension?

1.5 Significance of the Study

The findings of the study would enable lecturers at the various faculties of education to improve their course content. In view of this, it will equip upcoming teachers with the knowledge and techniques needed to effectively teach English Comprehension to the best understanding of students at the Senior High School level. This study would help the Bongo District of Education to put up measures that are likely to improve the performance of students in the English Language Comprehension. The study will also benefit the students, teachers, and the headmaster of the school on the need to put measures to improving the performance of the students in that aspect. It will also necessitate the need to use the syllabus and other textbooks that will meet the needs and interests of both teachers and students in the school. It will also bring about change on the part of stakeholders of education so as to promote effective learning of the subject.

Finally, the study will serve as a contribution to existing knowledge and research on students' performance vis-à-vis English Language Comprehension. It will help future researchers to embark on similar studies in other schools.

1.6 Delimitation

The study was confined to Azeem Namoia Senior High School in the Bongo District of the Upper Region of Ghana due to the decreasing level of performance of students in English Language Comprehension in recent times.

Again, final year students were chosen for this study because of the period they have been in school. Attention was focused on the attitude of students towards the comprehension as an aspect, school factors that contribute to the performance of students, general methods in teaching, social factors that prevent the progress of English language comprehension learning, and the supervisory roles of the head teacher.

1.7 Limitations of the Study

This research was restricted to the selected Senior High School in the Bongo District of the Upper East region because of the poor road networks and time constraints on the part of the researcher. These did not permit a wider study of other schools in the district. There was a lack of willingness on the part of the respondents to answer the questions; however, the researcher assured the participants that the information will be treated with utmost confidentiality and that it is only used for the purpose of the study.

1.8 Definition of Terms

Language acquisition: It is the process by which humans acquire the capacity to understand language so as to communicate. It is normally associated with the mother tongue and it is acquired involuntarily.

Second language: It refers to the learning of another language aside the mother tongue. It is genuinely acquired by learning the language.

NALAP (National Literacy Acceleration Program): It is a policy by the Ministry of Education with the principal aim on reading comprehension and also providing the necessary instruction to improve learning outcome.

Curriculum: It is the lessons and content of a course of study in a school, college, etc.

Performance: It is the outcome of an action/exercise. It also deals with a complex series of actions that integrate skills and knowledge to produce a valuable result.

Senior High School (SHS): It is an institution where secondary education takes place.

Comprehension: It is the ability to understand something.

WAEC: West African Examination Council.

WASSCE: West African Secondary School Certificate Examination.

1.9 Organization of the Chapters

This dissertation has been divided into five chapters. Chapter one consists of the background to the study, statement of the problem, purpose of the study, objectives of the study, significance of the study, Scope of the Study, research

questions, limitation, and organization of the study. The second chapter reviews literature relevant to the study. Chapter three presents the methodology which includes the study design, study population, research instruments, data collection, and ethical consideration. Chapter four covers the analysis and discussion of the data collected. Chapter five provides a summary, conclusion, and recommendations.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews some of the existing research literature that are relevant to this study. The purpose of the literature review is to establish a foundation upon which the problem being investigated was rooted. The literature reviewed will form the basis for this study. The concept of senior high school education, English language, and reading comprehension are, first of all, discussed. The chapter also looked at the structure of the syllabus for teaching English in SHS.

Then, approaches to teaching English comprehension are critically analyzed. In addition, the chapter looked at the competence of English language teachers' supervisory roles.

2.1 The Concept of Senior High School Education

The Senior High School is the second level of education where students who have successfully completed Junior High Schools are enrolled. Students spend three years of their studies at that level. In Ghana, Senior High School Education is provided by both the public and the private sectors. At this stage, students are mandated to study English language as a core subject. It is believed that students may have been introduced to the basic language skills such as: listening, speaking, reading, and writing. These skills must be improved to give students the confidence to communicate effectively in the language.

2.1.1 The Structure of the SHS English Syllabus

The study of English at this level comprises Language and Literature. The Language component is an integration of both the receptive and productive skills in English. Emphasis is laid on listening and speaking, Grammar, Reading for Comprehension and Summary and Writing (GES Teaching syllabus for English, 2010). Core- Literature is also another component of the English syllabus that introduces students to oral literature and written literature. Students are exposed to the appreciation of literature using various types of literary techniques and devices studied with the prime aim of equipping students with interpretative skills. These are considered as the aspects of English language that is taught at all levels. The teaching syllabus for English has been divided into five sections to cover three (3) years of Senior High School. Each year's work has been divided into sections with each section containing a number of units. All the aspects of English have been categorized into sections which will enable teachers of English to familiarize themselves with what to teach students in every term (Teaching syllabus for English, 2010).

2.2 The Importance of English Language

According to the Senior High School Syllabus for teaching English, language is regarded as the very essence of our humanity and an important as well as an effective tool for socialization. As individuals or members of a social group, our ability to function effectively and efficiently in almost all spheres of life depends fundamentally on our language skills (GES Teaching Syllabus for English, 2010). A study conducted by a former director at the Languages department of the World Archives in the US Department of Education, Siegfried Muller revealed that about 60% of radio in the world and 70% of the world's mail are in English (Quirck et al,

1992). The main aim of teaching the English language in schools is to equip students with the four basic skills. These skills are listening, speaking reading and writing.

2.2.1 Performance of Senior High School Students in English Language

Examinations

Despite the place of English Language and the fact that it is the language of instruction in all our levels of educational system, the results of students in the subject over the years have been very poor and not encouraging. According to Collision (1974), a greater percentage of Ghanaians are regarded as not educators because of poor use of the English language as a medium of instruction.

According to statistics on WAEC enrolment from 2019, a total number of 316,999 candidates sat for English Language; 147,232 candidates representing 46.79% obtained A1-C6; 99,402 candidates representing 31.60% obtained D7-E8 while 68,002 candidates representing 21.61% had F9. Also, performance in the English Language dropped from 52.24% pass in 2017 to 46.80% pass in 2018.

From the above analysis, it is evidently clear that performance in English over the years has been very appalling. Most English Language teachers feel upset because there are instances where teachers have been blamed for such abysmal performance.

They are assumed not to have done their job well. Many scholars and language experts have raised concerns about the level of proficiency and performance of secondary school students in English examinations. Considering the special place that English has in the Ghanaian society, one would have thought that proficiency in English among Ghanaian students would have been growing from good to better. According to Akurungu (2010), this is rather on the contrary since English in Ghana has taken a nose-dive.

In a presentation on a forum on the standard of English in Ghana held at the British Council Hall, Accra, on the 17th of July, 2008, Naa Afarley Sackeyfio alleged that the standard seven middle school leavers of the 1940's and the 1950's had admirable command of English; their English was flawless in its grammar, wide and varied in its vocabulary, dappled in its idiom range, clear and accurate in its pronunciation and elegant in its entirety.

According to a report of the Chief Examiner for WAEC in 2018, candidates' answers in the comprehension revealed an ignorance of the rudiments of the English Language. Most of the candidates lost almost all the marks allocated. The blame is sometimes shifted from teachers to the individual background, mother tongue, comprehension, social factor and individual differences. Eze (2004) was of the opinion that the reason behind the poor results of students in English Language examination can be attributed to their inability to interpret written language and also answer questions in their own words.

In sum, it is very imperative that all the points enumerated here pertaining to the reasons why students perform poorly in English Language examinations will be addressed.

2.2.2 Factors Responsible for Students' Poor Results in English Language

A lot of factors have been alluded to the reasons why students perform poorly in English Language Examinations. Some of the factors include: Teachers' factor; Childs' background/environment; Social factor; Mother tongue interference; and Students factor.

2.2.2.1 Teacher factor

The act of teaching and learning revolves round the teacher. This shows that the role of the teacher can never be over emphasized in any educational system. A good English teacher is one of the determining factors for the performance of students (Bedu-Addo, 2015).

According to Freeman (1989), a good English teacher must be confident and must deepen his understanding of learning and teaching. He should be abreast of modern teaching and learning theories. English teachers must possess language development and counselling skills. He should always aim at developing his knowledge of subject matter.

Underhill (1986), on his opinion claimed that the English Language teacher can study the language to further understand how it works. He encouraged teachers to enrol in language development courses and they can seek opportunities to practise and develop their ability to listen, read, speak and write in English. They must interact orally with native speakers, subscribe to EFL/ESL magazines and participate in workshops and seminars.

The English Language is the national medium of communication and should therefore be properly taught in schools to enable the students to express themselves well in other subject areas, especially during examinations.

For students to perform creditably well in English examinations in general, language teachers must also know the context in which they work. This involves academic aspects such as syllabuses, assessment procedures and knowledge of the supplementary materials they can count on. According to Rossner (1992), language

teachers must be better informed about their profession, obtain a teaching certificate, diploma or degree in English Language.

2.2.2.2 Child's Background/Environment

In Ghana, every child is regarded as an asset to his parents. Quite unfortunately, the background of parents creates a sharp contrast between these children as they grow up. The education that children receive is very much dependent on the education that their parents received when they were children. Children who are born to literate parents will definitely have their physical and mental development fully rooted in literacy. A child who is born in a society where English is the language of communication will learn to speak English.

The home which is the child's first arena of socialization prepares him for the task ahead in English. Such a child is confident, eloquent and fluent in English Language. It is quite usual to see children from literate parents with modern gadget like iPad, the computer and other language learning enhancing devices for children. These children attend the best schools (private schools).

According to Femi (2006), a child whose parents are literates is normally and, in most cases, exposed to some formal education in the home even before they start pre-school. The situation is different with children whose parents are illiterates. They are dull and shy and only communicate well in their mother tongue.

If the parents of such children are rich, the economic status of the parents will in a way positively influence their education. Parents who are poor can only afford public school education for their wards where facilities are most often nothing good to write home about. It is unfortunate that less educated parents are less likely to be involved in their children's education process. According to Ann (1993), schools and

school administration do better when parents are engaged as equal partners in the decision making that affects their children and their schools.

There is also, typically, more conflict in homes of lower income earners because there are tensions caused by stress within the family (Bettelheim, 1987). Parents who experience more conflicts at home over child raising and family issues fail to provide a consistent monitoring over their children's education resulting in poorer school performances.

2.2.2.3 Social Factor

Social factor is another factor that may hinder the success, proficiency and performance of students in English Language in Ghana. Omari (2010), pointed out that the basic errors committed by people using English in bilingual situations are usually grammatical and lexical errors.

Again, social factor as hindrance to students' performance in English Language and academic work in general has been emanated by many scholars and researchers. Many scholars and researchers are of the opinion that high or low performance is not a matter of inheritance or sex rather, on the basis of environmental circumstance of the students since everyone is born with the innate ability to do things (Amissah, 2009).

2.2.2.4 Mother Tongue Interference

The mother tongue is a major factor that influences the performance and results in English Language. According to Aboagye (2010), language is a social convention within the framework of culturally and linguistically circumscribed possibilities. He shares this view with Collison (1974), who claimed that there is

evidence of underachievement on the part of students who have to acquire their education through the medium of second language.

In the Ghanaian societies, children are taught morals and values in their native languages. There is therefore the possibility that they may fumble and commit mistakes in attempt to express themselves. The vowel sounds /a/ and /a:/ look similar but they are totally distinct in terms of function. Students who have only spoken their native languages for a long time may find it difficult in producing them.

2.2.3 Attitude of Students towards the Study of English Language

Driscoll (2004) views attitude as a situation where an individual chooses his or her personal actions based on internal state of understanding. Attitude predisposes one to respond positively or negatively towards an idea. It influences an individual's choice of action as well as responses to challenges or incentives. Kotut and Betty (2016) observe that the school administration, and the teachers need to work together to help the students to develop positive attitudes towards the learning of English. Gardner (1985) identified two types of attitudes in relation to second language learning: these are; attitude to the people who speak the target language and attitude to the practical use to which the learner assumes he or she can put the language being learned (Spolsky, 1989). Attitudes do not have any influence on learning, but they tend to motivate the language learner. Gardner puts motivation into four aspects; i.e. a goal, effortful behaviour, a desire to attain the goal and favourable attitudes towards the activity in question. (Gardner, 1985). When students are motivated well, they develop positive attitude to native speakers of English because of their level of achievement in the language. The kind of attitude exhibited by the student to the target language is very critical since it provides an opportunity for the language student to successfully perform the tasks involved in learning the second language.

According to Coskun (2014), "school students (girls) motivation towards language learning is better than boys because girls have a combination of social, cognitive and educational factors that affect the learning of a foreign language".

Yeboah (2014) in interviewing some respondents on poor performance in English found that 55%, of the students believed that English language is difficult. Also, Kessewah (2012) observes that the quality of children's life before beginning school greatly influences the kind of learners they can be. There are some elements like health, early childhood experiences and home support which influence the attitude of a learner. With this, whatever one is exposed to in his/her infancy has an implication on his/her learning. Latu (1994) reports that the rationale behind the learning of English language should be made known to the students so as to help them develop positive attitudes to the learning the language at school. Spolsky (1989, p. 66) posits that whatever a student brings to the learning task, whether innate ability, a language acquisition device, attitudes, previous knowledge, the outcome of language learning depends to a large extent determines the exposure to the target language. In line with this there is the need for students to eschew all manner of attitudes that are likely to prevent them from learning of the English language since it is one of the most used languages in the world.

2.3 The Concept of Reading Comprehension

Reading comprehension in simple terms can be defined as the level of understanding of a passage or text. According to Pressley (2006), a normal reading rates (around 200-220 words per minute) an acceptable level of comprehension is above 75%. Proficient reading comprehension depends on the ability to recognize words quickly and effortlessly. If words recognition is difficult, students use too

much of their processing capacity to read individual words which interferes with their ability to understand what they read.

It has been proven that a large part of academic learning occurs through reading. Reading is not only the ability of students to accurately and fluently decode words but also to gain meaning through the text that they read (Sideridis, Mouzaki, Simos and Protopapas, 2006). Although the goal of the reading process is to extract meaning from text, many factors can impede a student's reading comprehension, such as failure to strategically process information and appropriately use background knowledge while reading, lack of metacognitive awareness of learning, knowledge of vocabulary and common text structures. These afore mentioned challenges are even more significant for students.

Reading involves selecting relevant information to build a coherent representation of the meaning of the text. It is a fact that text passages may contain various sources of irrelevant information. The reader has to hold only important information in the memory and set irrelevant materials aside to prevent overloading of memory capacity. Irrelevant information may damage the maintenance of relevant information and thus its integration as well as the comprehension and memorization of text. It has therefore been proposed that poor comprehension performance may be attributed to inefficient inhibitory mechanisms (Carretti, Borella, Cornoldi and De Beni 2009). Along with a number of other factors, including the knowledge an individual has of the material read, the ability to monitor one's understanding or text and adjust reading strategies (Cornoldi and Oakhill, 1996) and working memory.

It is well known that the process of acquiring knowledge apart from notes given during a lesson, the student is supposed to supplement these by consulting additional texts. These texts not only reinforce the teachings in the classroom but also

broaden the student's knowledge base. Students must be able to understand the texts they read to achieve academic success. The relationship between reading and academic performance cannot be over-emphasized. Balfour (2002) argues that students weak reading levels have serious implications for the following reasons (a) A poor ability to read and digest course material impacts negatively on students' performance and their self-esteem. (b) An inability to read affects students' ability to follow written instruction be these in the form of essay questions or examination (c) An inability to read texts impacts negatively on the students' ability to model their own writing on them-conceptually, linguistically and structurally.

2.3.1 Reading Approaches

Reading theories and models have undergone various stages of development over time. Under the dominance of audiolingualism from 1940 to 1960, reading was neglected. Reading was seen as a passive decoding process during the 1960's. Terms such as bottom-up, letter and word recognition theory, text-based, text driven or data driven have been used to describe models and theories that hold this view of reading. All these viewpoints claim that reading is linear in that readers recognize letters, transfer them to sound and then move on to decode the next letter. Later studies took a step further suggesting that after readers master the letter and word recognition skill, they attend to letters and words automatically. Thus, meaning was built from the smaller to the larger units. Variables including grammar, vocabulary and syntax are the main focus of bottom-up theories and models.

In 1967, some of the main scholars in language such as Goodman (1973) and Smith (1975) have looked at language from a psycholinguistic point of view which means looking at reading in its natural state as an application of a person's general cognitive and linguistic competence. This means that with linguistic cues, readers can

confirm or disconfirm their predictions and expectations that are based on their background knowledge and experiences. In this view, some concepts associated to it are top-down, comprehension theory, knowledge-based, reader-based, reader-driven, concept driven, or hypothesis driven (Frehan, 1999). Later in the 1970's Rumelhart (1977), Stanovich (1980) and Ullman (1980) propounded the interactive reading process. The model assumed that during reading, skills at all levels (higher and lower) are interactively available to the reader to enable him or her process and interpret the text. The interactive model incorporates the implication of reading as an interactive process-that is, the use of background knowledge expectations and content. It also incorporates motions of accurate and a rapid feature of recognition of letters and words, spread lexical forms and the concept of atomicity in processing what does not depend on context for primary recognition of linguistic units (Carrel and Eisterhold, 1983).

All the sources of knowledge mentioned above, provide input simultaneously. The sources need to communicate and interact with each other, and the higher order stages should be able to influence the processing of lower order stages. Although focusing mainly on cognition and failing to take some crucial components such as social, affective or cultural factors into account, this view point has gained popularity since the emergency of schema theory in 1980's (Eskey, 1997).

2.3.2 Related Studies in English Language Comprehension

Reading has become an integral part of our lives. Faced with the print media, reading with comprehension aids us in a going about our day-to-day affairs. Reading exposes us to new experiences. It helps scholars to study independently across the school curriculum. According to Owino (1987), routine work dictates that we read

regulations, travel guides and manuals. The mastery of the reading process is a prerequisite for creating awareness to combat disease and ignorance.

It is necessary, thus to assess how effective our secondary school students are in reading with understanding, and no other stage in the school cycle is assessment more crucial than at the end of the secondary cycle of education.

According to Southgate, Arnold and Johnson (1981) answering questions in reading comprehension are aided by semantic cues from one's recognition of the words of the written language and the knowledge of their meaning. It also uses cues from one's underlying understanding of the grammatical structure of the language.

They also explain comprehension is not a one-way process with the reader merely trying to understand the passage meaning, rather it is a two-way process, with the readers own background knowledge contributing as much to the understanding of the text as do the words of the author or writer. Therefore, the wider the reader's experience of texts the easier he can cope with different and unusual presentation formats.

For students to find reading and answering questions easy, maintain Fyfe and Mitchell (1985), they have to bring to the text the level of knowledge and experiences that writer assumes them to have. On the mode of presentation, they say the reader has to be familiar with the chosen mode of presentation not least because this is likely to reflect the writer's purpose in writing.

Fyfe and Mitchell (1985) asserted that the principal component of most reading tasks undertaken in school in comprehension. They carried out a research to investigate "how pupils coped with sets of directions", among other things. In their research they tried to identify potential sources of the difficulties students face. They

also collected detailed information about how children tackled their reading tasks, about the more common sources of difficulty inherent in reading tasks, about what made items easy or difficult. They studied upper primary and secondary students and their research was based at Aberdeen College of Education.

Among sources of difficulty, they found those involving coping with general statements, coping with specialized vocabulary and those involving layout and incidental difficulties. For general statements, pupils found difficulty in judging how a general statement applies to a particular context. Pupils got bogged down by specialized vocabulary even if such vocabulary was irrelevant to the understanding of the text. They also reported that unusual layout of instructions and incidental problems like misreading caused difficulties.

Wario (1981) in an analysis of reading attainment and its relationship to some school conditions concludes that school buildings and materials, classroom condition, size and location of the school, availability of reading materials and library facilities, among others have an effect on reading attainment of the pupils. Wario does not, however, define what he means by 'attainment' in his study, but it is possible to equate it with 'ability' which would mean the level at which the pupils can read with maximum understanding. The study also hardly gives any proof that experience of the teacher, methods used and provision for backward readers influence reading ability.

Obuya-Deya (1980) surveyed the effect of Certificate of Primary Education English language comprehension testing on the development of reading ability in primary schools. His findings are that classroom teaching and testing practices tend to follow quite closely the pattern of the final examination have no relationship whatsoever with the reading levels of the children because they were difficult. He

notes particularly the lack of assessment of the readability of the passages used in the classroom and in the examination; a factor which he thinks has serious negative impact on the reading habits of the primary school children.

Wagesa's (1985) investigation on the concept of reading held by secondary school teachers have brought to light what might be the case with primary school teachers as well. Latham (1968) argues that what a teacher thinks reading entails will determine the aims, methods and assessment techniques employed during the teaching of reading. According to Wagesa, 76% of his respondents have a narrow view of reading restricted to literal comprehension (answering factual questions) after passages have been read without further follow up activities based on those passages.

Relevant research that has been done in Ghana has mainly focused on the relationship between reading comprehension and academic performance in other subjects. Other local researchers, for example, Obondo, (1984) and Owino, (1987) have done research on classroom instruction and reading.

In addition, intelligence and gender have through a series of studies, emerged as significant variables that are related to ones reading ability. Stanovich et al. (1980) indicate a positive relationship between intelligence and reading comprehension though the magnitude varied with the age of the pupils. Gender differences have been identified in studies by Heilman (1961) and Dale (1974), both which favoured girls in reading comprehension abilities.

2.3.3 Problems Students Face When Answering Reading Comprehension

Questions

Longsombun (2009) conducted a study to investigate the English achievement of Prathomsuksa 6 students in Chonburi, Nonthaburi, Samutprakarn, Samutsakorn,

and Prathomtani in Thailand and found that the students' reading ability was below the minimum criterion. In addition, Champaruang (1999), Purisodom, (2009), Thani (2009), and Yongsathien, (2009) carried out research studies to investigate the English achievement of high school students in Cyprus. They all came to the same conclusion and found that the students' reading ability was at a low level. Besides, Polmanee and Sinsuwan (2011) conducted a study to examine the needs and problems in English usage of 60 graduate students in teaching Thai and social science compared with students in teaching English. Using questionnaires and a reading test as research instruments, it was found that students in all three fields of study needed all four English skills, and poor reading was the main problem of these students.

Additionally, it was found that Thai students have problems with vocabulary and sentence structure when reading texts, so they could not comprehend what they have read. Hence, they performed poorly in answering the questions.

A study by Songsiri (2009) involving 12th-grade students found that their English reading ability was very disappointing. Students had poor skills in vocabulary, syntax, and grammar, and they lacked the ability to guess meaning from the context which was considered as the causes of the problems in skimming for main ideas, scanning for details, making inferences, finding the reference, restating, sequencing facts from opinions, and determining the author's mood and tone. Also, the results of a study conducted by Adunyarittigun (2012) found that the inadequate knowledge of language structure and vocabulary was the main cause of the participant's difficulties to predict the meaning in context. In addition, Chuenta (2012) found that problems in reading of the participants were inability to grasp main idea, inability to read quickly due to limited vocabulary, inability to summarize the text, and the lack of appropriate reading strategies. Similarly, Tanghirunwat (2013)

found that Malaysian engineering students had problems with vocabulary of other technical fields, new vocabulary stemming from new technology, and technical vocabulary in the telecommunication field.

In addition, Reanjaroenusuk (2009) studied English vocabulary proficiency of 615 first-year university students from the Faculty of Medical Science, the Faculty of Arts, and the Faculty of

Science. It was found that the three groups of the participants had vocabulary problems. Subphadoongchone (2010) found that the science students' mean score on the lexical guessing tests was low. This indicated that science students' vocabulary ability was not proficient. Furthermore, the results from questionnaire revealed that the problems in guessing meaning of words from context were derived from limited vocabulary knowledge and lack of grammatical knowledge.

Intarasombat (2012) studied the effect of vocabulary development of English reading comprehension. The subjects were 40 students in the science program. The instrument used in this study consisted of vocabulary test and reading comprehension test. Vocabulary test was used to measure the students' knowledge of vocabulary. Reading comprehension test was used to measure the students' reading comprehension. It was found that the students' mean score in the vocabulary test and reading comprehension test was low. This indicated that the students had limited vocabulary knowledge and this area caused them problems of English reading comprehension.

2.3.4 Instructional Problems Facing Teachers in Teaching English Reading Comprehension

Instructional resources are defined as all resources designed to support the instruction of a subject or course including but not limited to classroom textbooks, library books, newspapers, magazines, printed materials, charts, recordings, videos, DVD's, pictures, exhibits, slides, transparencies, online resources, speakers and other personnel resources and all technology based materials. They are the practical aids that the classroom teacher employs during instruction so as to minimise teacher dominance in abstract subjects such as English language. Due to the abstract nature of English language the teacher must let the learners see real objects, handle them, move them about and even make them (Ofodu, 2012).

The instructional resources function as stimuli and support for both the teacher and the learner in the teaching and learning process (Ogunnaike, 2000 in Ofodu, 2012). They are important in stimulating the learner's interest, piloting his/her attitude towards effective learning. Eshiwani (1986) argues that most African countries experience a shortage of qualified teachers at all levels. Classroom instruction is often given by unqualified or relatively poorly trained teachers. Provision of good instructional resources in such circumstances is likely to improve the quality of learning. This is because the instructional resources will help promote the sequencing of learning activities in the classroom and supplement the teacher's limited knowledge in the particular instructional environment. Anderson et al. (1985) argues that school books should be rich with important concepts and information. That is books for all grades need to contain adequate explanations, taking into account the skill level, knowledge and reasoning power of the reader.

Student learning occurs primarily through interactions with people (teachers and peers) and instructional materials (textbooks, workbooks, instructional software, web-based content, homework, projects, quizzes, and tests). The effectiveness of teachers, the behaviour of peers, and the instructional materials with which students have the opportunity to interact are affected by the home environment, leadership in the school and teacher's own instructional philosophies. However, students learn by engaging in cognitive processes that are triggered and shaped by interactions with the teacher and instructional materials within a learning environment. Instructional materials also have a strong indirect path of influence on student learning through their effects on teachers' instructional orientations. Commercially produced instructional materials, for instance, dominate teaching practice in the United States available estimates indicate that 70 to 98 percent of teachers use textbooks at least weekly (Mathew et al. 2012). It should be realized that instructional materials have varied influences on teachers' instructional decisions; influence the way the teachers use textbooks, teacher's guides, and assessment materials with some teaching strictly to the book and others exercising considerable flexibility. Those who strictly stick to the book are much more likely to cover topics presented in the materials selected than to cover topics not included, they are likely to follow the sequence of topics in the selected materials and their pedagogical approach will be influenced by the instructional design of the materials.

Research on how children acquire early literacy skills has demonstrated that children gain crucial understanding about print and its relationship with oral language by being immersed in literacy rich environments (Katim, 1994, Kuby, Goodstadt-Killoran, Aldridge & Kirkland, 1999 cited in Keefe et al. 2010). Such environments display texts, pictures and graphics that are meaningful to the children in that setting.

The materials offer the learners recurring opportunities to interact with books and other engaging printed materials either individually or in groups. The children's literacy knowledge and understandings emerge as they have meaningful and sustained interactions within literacy rich environments with other individuals who are literate models. In their study Neuman & Celano (2004) cited in Keefe et al. (2010), observe that children's ability to read is related to reading skill development. This ability in children is developed by adults within print rich environments that facilitate the development of literacy skills. This simply means that teachers working in poor print environments cannot be effective in developing children's literacy skills. Books, papers, writing tools should be visible everywhere in the classroom so that children can see and use literacy for multiple purposes. Sleger (1996) in Lin Chia-Hu (2001) observe that children are likely to engage more in reading and writing activities in print rich environments.

Children will learn to construct their own literacy knowledge, reading strategies, learn to read and write naturally in this environment (Teale & Yokota, 2000 cited in Li, Chia-Hu, 2001). However, as observed by N'Namdi (2005), the main problem in many rural areas is the lack of reading materials. This greatly affects the kind of reading learning classroom environments. It is then the teacher's responsibility in such situations to create/improvise as many of the materials as possible. The creation of reading materials can also be done by the learners with the teacher's guidance. After editing can become a part of the permanent collection of resource materials in the classroom. Oyetunde et al. (1986) in Adeniji et al. (2010), in their study single out lack of reading materials, poor preparation of teachers, lack of interest, poor libraries or none at all, poor home background and lack of adult readers

as models as some of the critical impediments to effective teaching and learning of reading comprehension in the primary school grades.

2.4 The Teaching and Learning of English Language in Ghana

Teaching is the process of imparting knowledge or skills into someone. It is the process of facilitating learning. On the other hand, learning is said to have taken place when there is a change in behaviour and attitude on the part of the learner. Kuranchie (2014) sees learning as a process through which knowledge, skills and attitudes are acquired. According to Krashen & Terrell (1995), language is best taught when it is used to transmit message not when it is explicitly taught for "conscious learning". This means that language teaching and learning should be practical. The English language teacher can therefore be said to be "the cog around the wheel" (Akagre, 2006). This is because, teachers are expected to demonstrate a good command of the English language. Therefore, the researcher felt the need to find the competence level of the English teachers. Nunan (1992) also observes that when second language is acquired with the same procedure as the first language, the second language learners' competencies will be developed if given enough time. In line with this, the study adopts an approach to examine the extent that the language teachers interact with students.

It is not known what kind of teaching is being done in our schools' classrooms or what preparation works best under which conditions (Rwegoshora, 2011).

2.4.1 The Competence of English Language Teachers

Kirtinath (2015), posits that "the success of any educational system depends on the quality of the teachers which, in turn, depends on the effective teaching-learning process in a class room." The level of competence of a language teacher is

very pivotal; hence teachers of English must demonstrate a high level of competence to ensure that students acquire the language effectively and efficiently. This is because the "Professional competence" of the teacher manifests itself into quality teaching with the view to influencing students' learning. Darling-Hammond (1997) sees competent teachers as those who are capable of helping their students to learn and to have deep mastery of both their subject matter and methodology. The role of a language teacher is not based on his/her ability to rattle in the language but how he/she teaches the students to use the language correctly in real life situations and appropriate contexts. Kesewah (2012) is of the view that "a language teacher who fails his examination in the language should not be allowed to teach that language." One area that poses difficulty in the acquisition of the English language is the interference of the mother tongue. Most error analysts trace English learners' errors to their L1 interference (Yeboah, 2014). In learning a second language, the learner sometimes transfers consciously or unconsciously certain features of his L1 into the L2. Thus, certain L2 learners' errors can be traced to L1 negative influence. For instance, phonologically, there are certain English vowel sounds like the sound /æ/ found in words like 'bank', 'bag', etc.; the schwa /ə/, the unstressed English vowel which occurs in words like 'against', 'about', and the sound transcribed /ʌ/ which is found in words like 'mother' which do not exist in the phonological categories of most African languages. In such cases West African speakers of English tend to substitute these English vowel sounds with near equivalents from the mother tongue. In order to avoid these negative L1 interferences on L2 acquisition and other learner errors like over-generalization, fossilization, Yankson (2006) as cited by Yeboah (2014) suggests that every competent teacher needs to develop proper strategies and methods to condition the learners and to develop their recognition, identification and

discrimination of the sound systems. As a result of this, the researcher also sought to assess the level of competence of the English language teachers at the Azeem Namoa SHS.

2.5 Supervisory Roles of Head Teachers and Heads of Departments

The role of supervision is very critical in every institution. Its importance can never be downplayed. Nyagosia (2011) suggests that heads of schools should improve on their instructional supervision by observing prudent time utilization and syllabus coverage. Provision of adequate teaching and learning aids and involvement of parents in students' discipline are also strategies that schools need to adopt in improving their academic performance. In this respect, there is the need for head teachers and heads of departments to scrutinize the lesson notes of teachers as well as the number of exercises conducted for the students. Ochave and Abulon (2006) are of the view that teachers should be assessed through "classroom observation – direct or indirect observation" and also through student outcome or performance." In order to enhance proper and quality teaching, there is the need for school heads to supervise every aspect of teachers work at least once a week. In Malawi, School supervisors in the schools who show the greatest learning gains regularly evaluate teachers thereby contributing to professional development and improved teaching practice (Miske, & Dowd, 1998).

2.6 Availability of Teaching and Learning Materials (TLMs) of English Language Comprehension

Etsey (2005) reports that the availability and use of teaching and learning materials affect teachers' effectiveness. It has a significant impact on every lesson delivery. It is therefore imperative that teachers of English use the appropriate TLMs

that will facilitate teaching and learning. Teachers must ensure that the TLMs are changed from time to time (Hedge, 2000). A variety of TLMs make the classroom lively and interactive. Several TLMs can be used in a language classroom. With this, the researcher found the need to examine the availability and use of TLMs since it has an impact on teaching and learning. Adedji and Owoeye (2002) in their research found a significant relationship between the use of recommended textbooks, and the performance of students. Umeh (2002) also studied the utilization of the language laboratory for teaching oral English as a means of enhancing the learners' reading performance. The study revealed that oral skills should be practised in a language laboratory which is designed to provide an atmosphere conducive for learners to master the language. Umeh goes further to link the poor oral competence and academic performance of learners to the scarce nature of language laboratories in our secondary schools. In relation to Umeh's statement, it is very obvious that many senior high schools do not have language laboratory which enables students to be conversant with the rubrics of the language. Teaching and learning materials are significant in achieving educational goals. They include; the flannel board, charts, real objects, flashcards, sentence holder etc. Also, the presence of language laboratories also have significant impact on the teaching and learning of languages in schools.

2.7. Summary

Literature reviewed for this study reveals some factors that contribute to the performance of students in the English language comprehension. Areas of focus were: the concept of senior high school education, English language, reading comprehension, performance of students in English Language examinations, factors responsible for students' poor results in English Language, and the chief Examiners Report on Performance of students.

English Language syllabus was reviewed paying particular attention to the importance of English Language and how the language should be taught at all levels of our educational institutions.

In this vein, the importance of English Language was reviewed with emphasis on its relevance to the other fields of study.

Factors responsible for students' poor results in English Language were also reviewed. Some of these factors were; teachers, mother tongue interference as well as parental background.

Finally, the WAEC Chief Examiners' report on the performance of secondary school students in English Language for the past years was also reviewed. In sum, it stated that students failed to adhere to the rules of comprehension passages. Instead of answering the questions in their own vocabulary, they engaged in verbatim which expressed their shallow understanding of the comprehension passages.

This has come to light that the use of English in Ghana cannot be downplayed so there is the need to ensure that its users are able to perform well in the subject. Hence, it is in this light the researcher wants to conduct his research in the same area focusing on students in the Bongo District since no one has done a similar work in that area.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter deals with the description of the methodology employed in carrying out the study. It comprises the study area, study type, research design, population, sample and sampling technique, research instruments, validity and reliability, the procedure for data collection, data analysis and ethical considerations.

3.1 Study Area

Azeem Namoa Senior High School is a public secondary school in the Bongo District of the Upper East Region of Ghana. Bongo District is near the town of Bolgatanga, the Upper East Region's capital. It shares borders with Kassena-Nankana District in the west and the Bolgatanga Municipal District in the south. The total area is 459 square kilometres. The area is generally flat with occasional outcrops of rocks at an altitude of 200m. The landscape has little vegetation. The landscape borders on the Sudan Savannah Zone although technically in the Guinea Savannah Zone. The area is in danger of desertification. The predominant occupation in Bongo District is subsistence farming along with some handicraft production. There are five senior secondary schools, namely; Azeem Namoa Senior High School, Zorkor Senior High School, Gowrie Senior High School, Bongo Senior High School and Regentropfen Senior High School, thirteen junior secondary schools and forty-two primary schools.

Azeem Namoa Senior High School is located in Namoo, a suburb of the Bongo Town. It was established in September, 2015. The was initially called Azeem-Namoa Community Senior High Technical School. In 2015, it was absorbed by government under the President's initiative of providing 200 additional SHS to

deserving communities and the name was changed to Azeem Namoa Senior High School. The school now has a total population of about 300 students. The researcher chose the school for his study because he works in the area and he is very familiar with the school.

3.2 Study Type

The researcher employed the quantitative approach. This method enabled the researcher to collect data that explain or predict the phenomenon thereby ensuring a better understanding of the subject of the study. Punch (2005) posits that this type of study has a holistic focus aiming to preserve and understand the entire case. In addition to that Patton (2001) points out that quantitative research is useful in educational research.

3.3 Research Design

According to Trochim (2006), as cited by Maganga (2016), research design refers to the overall strategy that a researcher chooses to integrate the different components of the study coherently and logically, thereby, ensuring you will effectively address of the research problem. Research design constitutes the blueprint for the collection, measurement, and analysis of data. The researcher employed a descriptive survey approach. Survey research design is a procedure in quantitative research in which the researcher administers a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviour, and characteristics of the population (Creswell, 2005). Surveys use a standard set of questions to get a broad view of a groups' opinions, attitudes, self-reported behaviours, and demographic as well as background information (Onley and Barnes,2008). Descriptive survey involves collecting data in order to test hypothesis or answer

questions that study people as they live their lives so that we can describe their behaviours and mental processes (Creswell, 2005).

Kuranchie (2014) opines that descriptive survey helps the researcher in describing certain aspects of a population by selecting unbiased sample of individuals who will complete the survey instrument. Also, according to Best (1992), descriptive survey research studies have the following characteristics which suited the study.

1. They use the logical methods of inductive-deductive reasoning to arrive at generalizations;
2. They often employ methods of randomization so that error may be estimated when reserving population characteristics from observations of samples.
3. The variables and procedures are described as accurately and completely as possible so that the study can be replicated by other researchers.
4. They are non-experimental for they deal with relationships between non-manipulated variables in a natural rather than artificial setting. Since the events or conditions have already occurred or exist, the researcher selects the relevant variables for an analysis of their relationships.

This design enabled the researcher to collect data on the causes of students' poor performance in comprehension, the availability of teaching and learning materials that can improve teaching and learning, the attitude of students in senior high schools towards the study of English Comprehension and the strategies to be adopted to improve the results of students in that area for better academic achievements. This design helped in producing a good amount of responses from people and also aided in the gathering of information in a relatively short period of time.

3.4 Population of the Study

According to Polit & Hunglar, (1996) as cited by Kuranchie (2014), population is the entire aggregation of cases that meet a designated set of criteria. The population of the study was Azeem Namoia Senior High School. The area was chosen because the researcher is familiar with the place. The target population that served as respondents for the study were teachers and students of Azeem Namoia Senior High School. The accessible population were the final year students and the teachers of English.

3.5 Sample Size and Sampling Techniques

A sample is the number selected from a population for a study. It is employed when it is not possible to use all members of the target population in a study due to reasons such as time, hence, part of it is used to as a sample (Kuranchie, 2014).

The focus was on final year students of Azeem Namoia Senior High School who are preparing to write their WASSCE. The reason is that they may have been exposed to the content of the English Language syllabus. The school was chosen because the researcher has been offering voluntary service to the school for almost a year now and he is familiar with the social and academic environment in the school. Marvasti, (2005) cited in Kusi (2012) advises that when choosing a setting for a research study, you must consider how difficult it is to enter a particular setting, what the emotional and financial cost might be, and so on and therefore in choosing a site for your research work, always think through what is, and what is not practically and ideally possible.

The sample size for the study was 106; 102 students and 4 English teachers of Azeem Namoia Senior High School.

The purposive technique was used to select the respondents for the study. The researcher believes that he can obtain a representative sample by using a sound judgment, which will result in saving time. The researcher used this sampling technique because he was going to deal with all final year students and English Language teachers of the school. He believes that the students have studied the subject for long and besides they have few months away to start their final examination.

3.6 Research Instrument

After a careful review of appropriate literature, a structured questionnaire was used to elicit information from the respondents the teachers and students. It included the factors that account for poor performance, the availability of TLMs, and possible ways of improving performance in the English language. According to Kusi (2012), a structured questionnaire is a data collection instrument which is often used in quantitative studies. The author indicates that a structured questionnaire contains pre-determined standardized questions or items meant to collect numerical data which can be subjected to statistical analysis.

The structured questionnaire was chosen because it took less time to administer them and also ensured the anonymity of respondents (Wallen 2000 & Mujis, 2004) as cited in Agyeman (2012). The questionnaire was employed because all the respondents were literates and also the use of the questionnaire made easy analysis of the data that was generated easier. As a result of time, financial resources and researcher constraints, the choice of the questionnaire was partly informed by this fact. The questionnaires were two: one for the students and one for the teachers each having a different set of questions. The questionnaires were subdivided into sections according to the research questions and objectives for both teachers and students. The

questionnaires contained close-ended questions. This enabled the researcher to achieve the objectives for the study.

3.7 Validity and Reliability Evidence

Mugenda (2003) as cited in Nyaswabu (2013) defines validity as the degree to which results obtained from the analysis of data actually represent the phenomenon under study. It is concerned with soundness and the effectiveness of the measuring instrument. Reliability is the degree of consistency with respect to the items provided for research. The research instruments were scrutinized by the supervisor of the research to ensure clarity, remove ambiguity and to ensure that the instruments were appropriate for the study.

3.8 Data Collection Procedure and Analysis Plan

3.8.1 Data Collection Procedure

The main objective of the study was made known to the respondents. The questionnaires were administered by the researcher. Before the administration of the questionnaire, permission was sought from the headmaster as well as the teachers of the various classes in the school. Also, the head of the English Department was contacted in the school which the researcher visited for the research. He provided the list of teachers of English Language.

The respondents were given some time to respond to the items. The participants answered the questions and were collected by the researcher for analysis. The data collection method for the students was not different from the teachers.

3.8.2 Data Analysis Plan

Data analysis refers to examining what has been collected in the survey and making deductions and inferences (Kombo & Tromp, 2006). The data collected were

analysed with the Statistical Product for Service Solution (SPSS *version 25*) which allows the use of numerical values to represent scores in the sample. The analysis of data provided reflected facts and figures that ensured comprehensive results as well as statements about the findings of the study. The results were presented in frequency tables and percentages.

3.9 Ethical Consideration

Cohen, Manion, & Morrison (2007) opine that ethics concern right and wrong, good and bad, and so procedural ethics are not enough; one has to consider how the research purposes, contents, methods, reporting, and outcomes abide by ethical principles and practices. Creswell (2002), as cited by Nyaswabu (2013) opine that respecting the site where the research takes place and seeking permission before entering a site are essential and ethical in every research. In view of this, the consent of the headmaster of the School where the research was conducted was properly sought. The researcher visited the head of the languages department and booked appointments with them. In order to build a rapport before the study, a meeting was held with the English teachers and the students to seek their support for the study. The names were withheld for anonymity.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Overview

This chapter discusses the results of the study. The results and discussion of the study are presented in line with the research questions that steered the study. Certainly, the results and discussion of the study are presented under the following subheadings; the personal information of respondents, student-related factors that account for poor performance in English Language Comprehension, teacher-related factors that account for students' performance in English Language Comprehension, and finally the possible ways of improving the performance of students in English language Comprehension.

4.1 Demographics of the Respondents (Students)

The study sought some background information of the respondents which were relevant to the study. These included their gender, age, programme of study, residency, and Parents' or guardians' educational background. The results are provided in Table 1.

Table 1: Biographical Data of Respondents

Biographical Data	Category	Number	Percent
Gender	Male	64	62.7
	Female	38	38.3
	Total	102	100.0
Age	13-15 years	13	12.7
	16-18 years	52	51.0
	19 years and above	37	36.3
	Total	102	100.0
Programme of Study	General Science	21	20.6
	General Arts	72	70.6
	Business	9	8.9
	Total	102	100.0
Residency	Day student	32	31.4
	Living in the hostel	70	68.6
	Total	102	100.0
Parents/Guardians Educational Background	None	66	64.7
	Primary	12	11.8
	Secondary	24	23.5
	Others	0	0.0
	Total	102	100.0

Source: Field Data, 2020.

Results from Table 1 show that 64(62.7%) students who participated in the study were males with the remaining 38 (38.3%) being females. This shows that more males than females participated in the study which is typical of the people from the north where most schools have more boys than girls.

Also, the age distribution of the students who participated in the study was such that most of them were within 16 – 18 years, that is, 52(51.0%) with 37(36.0%) of the students 19years and above. The Table again shows that

13(12.7%) of the students were between 13-15 years. Also, 72(70.6%) of the students were General Arts students, while 21 (20.6%) of the students were General Science students and only 9 (8.9%) of the students were Business students. This shows that the majority of the students offer General Arts than General Science and Business.

Results from Table 1 also show that 32(31.4%) of the students are day students while 70(68.6%) of the students live in the hostels provided by the school. Finally, 66(64.7%) of the Parents/Guardians of the students had never been to school, whereas 12 (11.8%) of the parents/Guardians attended only primary school and dropped out, and 24 (23.5%) of the parents managed to complete senior high school. This means that more than half of the students' parents are illiterates. Femi (2006), mentioned that a child whose parents are literates is normally and, in most cases, exposed to some formal education in the home even before they start pre-school. This goes to affirm that the opposite is very true. Parents pay less attention to their wards' education.

4.2 What student-related factors account for poor performance in English Language Comprehension?

This question examined the various student-related factors that account for poor performance in English Language Comprehension. It required students to indicate the student-related factors that bring about the poor performance of students in English language comprehension. Tables 2 present the results.

Table 2: Student-related factors account for poor performance in English**Language Comprehension**

Key: SA =Strongly Agree, A =Agree, U=Uncertain, Disagree =D, Strongly Disagree =SD

STATEMENTS	RESPONSES				
	SA %	A%	U%	D%	SD%
Students prefer to speak the local language.	90 (88.2)	11(10.8)	1(1.0)	0(0.0)	0(0.0)
The mother tongue has interference on the performance of students in the English Language.	93(91.2)	9(8.8)	0(0.0)	0(0.0)	0(0.0)
Students see reading to be boring.	67(65.7)	31(30.4)	0(0.0)	3(2.9)	1(1.0)
Students do not understand what they read.	43(42.2)	52(51.0)	0(0.0)	7(6.8)	0(0.0)
Students in senior high school are comfortable when they communicate in Pidgin English.	90 (88.2)	11(10.8)	1(1.0)	0(0.0)	0(0.0)
Reading is an area gifted for females	8(7.8)	4(3.9)	2(2.0)	25(24.5)	63(61.8)
Most students score low grades in the subject because they don't like the teacher and the way she/he teaches.	13(12.8)	3(2.9)	6(5.9)	30(29.4)	50(49.0)
Students' attitudes towards innovation can affect results in the subject.	73(71.6)	21(20.6)	3(2.9)	5(4.9)	0(0.0)
Social media lingo makes communication among students in SHS simple in their messages.	97(95.1)	5(4.9)	0(0.0)	0(0.0)	0(0.0)
There are inadequate reading materials at their disposal.	89(87.3)	11(10.9)	2(2.0)	0(0.0)	0(0.0)

Source: Field Data, 2020.

Results from Table 2 indicate that 90(88.2%) of the students strongly agreed that the Students prefer to speak the local language, while 11(10.8%) of the students also agreed that they prefer to speak the local language, and only 1(1.0 %) was

uncertain. The majority, therefore, do agree that they prefer to speak the local language which is the 'Grune'.

Table 2 also shows that 93(91.2%) of the students strongly agreed that the mother tongue has interference on the performance of male students in the English Language. While the remaining 9(8.8%) of the learners agreed that the mother tongue has interference on the performance of male students in the English Language. This indicates that all the students used for the study are in support that the mother tongue interferes with their performance in English Language Comprehension. It goes to affirm Aboagye's (2010) view that on mother tongue influence on second language acquisition.

Also, 67(65.7%) of the students strongly agreed that reading is boring, and 31(30.4%) of the learners also agreed that to the assertion, but 3(2.9%) of the learners disagreed while 1(1.0%) of the learners strongly disagreed that reading is boring. For understanding what is read, 43(42.2%) of the learners strongly agreed that they don't understand what they read, 52(51.0%) of the students also agreed to the same assertion, but 7(6.8%) of the students disagreed that students do not understand what they read. This goes in line with Yeboah's (2014) interview with some respondents on poor performance in English and found that 55% of the students believed that the English language itself is difficult.

The Table also indicates that 90(88.2%) of the students strongly agreed that they are comfortable when they communicate in Pidgin English as compared to the correct Grammar English, whereas 11(10.8%) of the students agreed that students in senior high school are comfortable when they communicate in Pidgin English and the remaining 1(1.0%) was uncertain of this assertion. This shows the majority of the students like to communicate in Pidgin English aside from their local language.

Sixty-three (61.8%) of the respondents strongly disagreed that reading is an area gifted for females. Also, 25(24.5%) of the students disagreed that reading is an area gifted for only females but 4(3.9%) of the students strongly agreed to this assertion with only 8(7.8%) strongly agreeing that reading is an area gifted for females. This finding supports the view of Coskun (2014). It states that "school students (girls) motivation towards language learning is better than boys because girls have a combination of social, cognitive, and educational factors that affect the learning of a foreign language".

The Table again indicates that 13(12.8%) of the students strongly agreed that most students score low grades in the subject because they don't like the teacher and the way she/he teaches and 3 (2.9%) of the students also agreed to that. On the other hand, 50(49.0%) of the students strongly disagreed that most students score low grades in the subject because they don't like the teacher and the way she/he teaches and 30(29.4%) of the students also disagreeing. There were 6(5.9%) students who were uncertain. Hence, the majority of the students did not support the statement that they score low grades in the subject because they don't like the teacher and the way she/he teaches; only a few supported the assertion.

Seventy-three (71.6%) of the students strongly agreed that their attitudes towards innovation can affect results in the subject with 21 (20.6%) of the students also agreeing to that. 5(4.9%) of the students, on the other hand, disagreed with the assertion that students' attitudes towards innovation can affect results and 3(2.9%) of the students showing uncertainty. Form the above it was obvious that the majority of the students agreed to the statement and this is in line with how Driscoll (2004) viewed attitude as a situation where an individual chooses his or her actions based on an internal state of understanding.

Table 2 also shows that 97(95.1%) of the students strongly agreed that social media lingo makes communication among students in SHS simple in their messages, with the remaining 5(4.9%) of the students also agreeing that the use of social media lingo makes communication among students in SHS simple in their messages. All of the students agreed that they are influenced by social media. Eighty-nine (87.3%) of the students strongly agreed there are inadequate reading materials at their disposal, with 11 (10.9%) of the students agreed that their school needs adequate reading materials but 2 (2.0%) of the students were uncertain. This indicates that the school had limited reading materials at their disposal. This affirmed the assertion of Ofodu (2012) that the instructional resources function as stimuli and support for both the teacher and the learner in the teaching and learning process.

4.3. What are the teacher-related factors that account for students' performance in English Language Comprehension?

This question examined the various teacher-related factors that account for poor performance in English Language Comprehension. It required students to indicate the teacher-related factors that bring about the poor performance of students in English language comprehension. Tables 3 present the results.

Table 3: Teacher-related factors that account for students' performance in English Language Comprehension.

Key: SA =Strongly Agree, A =Agree, U=Uncertain, Disagree =D, Strongly Disagree =SD

STATEMENTS	RESPONSES				
	SA%	A%	U%	D%	SD%
Poorly trained English teachers can affect the performance of students in English Comprehension.	78 (76.5)	23(22.5)	0(0.0)	1(1.0)	0(0.0)
The traditional content and knowledge-oriented curriculum can adversely affect results in English Comprehension.	81(79.4)	13(12.8)	3(2.9)	5(4.9)	0(0.0)
A teacher's personality and attitude can affect performance in English.	63(61.7)	37 (36.3)	1(1.0)	1(1.0)	0(0.0)
Teachers' attitudes towards innovation can affect performance in English.	86 (84.3)	16 (15.7)	0(0.0)	0(0.0)	0(0.0)
Teachers do not give individual attention to the special needs of students.	93 (91.2)	9(8.8)	0(0.0)	0(0.0)	0(0.0)
Teachers do not attend to their jobs satisfactorily.	89 (87.3)	11 (10.7)	1 (1.0)	1(1.0)	0(0.0)
Teachers take the performance of students in English Comprehension for granted.	84(82.4)	17(16.7)	0(0.0)	1(1.0)	0(0.0)
Inadequate textbooks for the teacher to use.	85 (83.3)	16 (15.7)	1(1.0)	0(0.0)	0(0.0)
Teachers do not use teaching and learning materials.	91 (89.2)	7 (6.9)	1(1.0)	3(2.9)	0(0.0)
Teachers are not versatile in their teaching.	87 (85.3)	12(11.8)	3(2.9)	0(0.0)	0(0.0)

Source: Field Data, 2020.

Looking at Table 3 above, the results indicate that 78(76.5%) learners strongly agreed that poorly trained English teachers can affect the performance of students in English Comprehension, while 23(22.5%) of the students also agreed that to that, but only 1(1.0 %) disagreed. The finding proved that majority of the students agreed to the assertion. The finding affirms the statement of Bedu-Addo (2015), that a good English teacher is one of the determining factors for the performance of students.

Table 3 also shows that 81(79.4%) of the students strongly agreed that the traditional content and knowledge-oriented curriculum can adversely affect results in English Comprehension while 13(12.8%) of the learners also agreed to the assertion. However, 3(2.9%) of the students were uncertain and 5(4.9%) disagreed. The finding proved that majority of the students are not in support of the traditional content and knowledge-oriented curriculum.

Also, 63(61.7%) of the students strongly agreed that a teacher's personality and attitude can affect performance in English, and 37(36.3%) of the learners also agreed that a teacher's personality and attitude can affect performance in English. However, 1(1.0%) of the students disagreed, and 1(1.0%) of the students was also uncertain. The finding proved that the majority were in support of the assertion that a teacher's personality and attitude can affect performance in English.

The Table also indicates that 86(84.3%) of the students strongly agreed that teachers' attitudes towards innovation can affect performance in English, whereas 16 (15.7%) of the students agreed that teachers' attitudes towards innovation can affect performance in English. Again, in Table 3, 93 (91.2%) of the students strongly agreed that teachers do not give individual attention to the special needs of students while only 9(8.8%) agreed to the assertion.

Table 3 also showed that 89 (87.3%) of the students strongly agreed that teachers do not attend to their jobs satisfactorily, with 11 (10.7%) of the students agreed that teachers do not attend to their jobs satisfactorily. However, 1 (1.0%) of the students disagreed, and also 1(1.0%) of the students was uncertain. Eighty-four (82.4%) of the students strongly agreed that teachers take the performance of students in English Comprehension for granted with 17(16.7%) of the students also agreeing to that. However, only 1(1.0%) of the students disagreed. It is therefore obvious that language teachers do not pay attention to the performance of students in English Comprehension.

Furthermore, 85 (83.3%) of the students strongly agreed that inadequate textbooks for the teacher to use can affect their performance with 16 (15.7%) of the students agree that inadequate textbooks for the teacher to use can affect their performance. 1(1.0%) of the students, on the other hand, was uncertain that inadequate textbooks for the teacher to use can affect their performance.

Table 3 also indicated that 91 (89.2%) of the students strongly agreed that teachers do not use teaching and learning materials in their delivery, whereas only 7 (6.9%) of the students agreed that teachers do not use teaching and learning materials in their delivery. On the other hand, 3(2.9%) of the students disagreed while 1(1.0%) of the students was uncertain. It can be deduced that the majority agreed that Comprehension teachers do not use TLMs in their teaching. Teachers must know that the instructional resources function as stimuli and support for both the teacher and the learner in the teaching and learning process as Ofodu (2012) highlighted.

Finally, in Table 3, 87 (85.3%) of the students strongly agreed that teachers are not versatile in their teaching while 12(11.8%) agreed that teachers are not versatile in

their teaching. However, 3(2.9%) of the students were uncertain. The finding proved that most teachers are too glued to the traditional method of teaching.

4.4. What are the possible ways of improving the performance of students in English language Comprehension?

This question examined the various ways in which the performance of students in English language comprehension will be improved. It required teachers to indicate the strategies that can be adopted to help improve the performance of students in the teaching and learning of English language Comprehension. Tables 4 present the results.



Table 4: Possible ways of improving the performance of students in English language Comprehension.

Key: SA =Strongly Agree, A =Agree, U=Uncertain, Disagree =D, Strongly Disagree =SD

STATEMENTS	RESPONSES				
	SA%	A%	U%	D%	SD%
A well-designed classroom environment /classes make learning effective.	100 (98.0)	2(2.0)	0(0.0)	0(0.0)	0(0.0)
An adequate supply of reading materials can improve students' performance in English Comprehension.	96(94.1)	6(5.9)	0(0.0)	0(0.0)	0(0.0)
A functional syllabus to reflect everyday teaching and learning needs of students improves their love for reading.	91(89.2)	10(9.8)	1(1.0)	0(0.0)	0(0.0)
ICT tools can be employed to make teaching and learning of English Comprehension effective.	89(87.3)	13(12.7)	0(0.0)	0(0.0)	0(0.0)
Teachers must introduce English Comprehension games in the school.	100(98.0)	1(1.0)	1(1.0)	0(0.0)	0(0.0)
Teachers must use the electronic vocabulary list.	86(84.3)	14(13.7)	0(0.0)	1(1.0)	0(0.0)
The establishment of a language laboratory in the school is essential to the study of English comprehension.	93(91.2)	9(8.8)	0(0.0)	0(0.0)	0(0.0)
Teachers must set goals and targets in developing the reading skills of the students.	99(97.1)	3(2.9)	0(0.0)	0(0.0)	0(0.0)
Teachers must encourage student support programme.	102(100.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)
Adequate exercises and tests from teachers can help improve performance in English Comprehension.	79(77.5)	19(18.6)	3(2.9)	0(0.0)	0(0.0)

Stakeholders must organize frequent INSET for teachers.	61(59.8)	20(19.6)	3(2.9)	10(9.8)	0(0.0)
Teacher motivation and incentive packages must be encouraged.	69(67.6)	30(29.4)	1(1.0)	2(2.0)	0(0.0)
The functional and communicative skills of a teacher can improve results in English Language Comprehension.	81(79.4)	14(13.7)	2(2.0)	5(4.9)	0(0.0)
The curriculum must be relevant and flexible to the needs of students in rural areas.	72(70.6)	30(29.4)	0(0.0)	0(0.0)	0(0.0)
Good student-teacher relationship improves results in English Comprehension.	99(97.0)	2(2.0)	1(1.0)	0(0.0)	0(0.0)
Students must be encouraged to join study groups.	97(95.1)	5(4.9)	0(0.0)	0(0.0)	0(0.0)
Modify learning styles and strategies	102(100.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)
Peer encouragement is necessary for success in English Comprehension achievement	100(98.0)	1(1.0)	1(1.0)	0(0.0)	0(0.0)
Enriched classroom and environment facilitate high scores at school	84(84.4)	16(15.7)	0(0.0)	1(1.0)	0(0.0)
Intervention programmes for students in rural areas are necessary.	91(89.2)	10(9.8)	1(1.0)	0(0.0)	0(0.0)

Source: Field Data, 2020.

From Table 4 above, the results indicate that 100(98.0%) of the respondents strongly agreed that a well-designed classroom environment /classes make learning effective with only 2(2.0%) of the respondents also agreed that a well-designed classroom environment /classes make learning effective.

The Table also shows that 96(94.1%) of the respondents strongly agreed that an adequate supply of reading materials can improve students' performance in

English Comprehension while 6(5.9%) of the respondents agreed. Ninety-one (89.2%) of the students strongly agreed that a functional syllabus to reflect everyday teaching and learning needs of students improves their love for reading with 10(9.8%) of the students also agreed that a functional syllabus to reflect everyday teaching and learning needs of students improves their love for reading. 1(1.0%) of the students, on the other hand, was uncertain.

Again, the Table 4 above showed that 89(87.3%) of the students strongly agreed that ICT tools can be employed to make teaching and learning of English Comprehension effective with 13(12.7%) of the students agreeing that ICT tools can be employed to make teaching and learning of English Comprehension effective. 100(98.0%) of the students strongly agreed that teachers must introduce English Comprehension games in the school to improve students' performance with only 1(1.0%) of the students agreeing to that. However, 1(1.0%) of the respondents was uncertain. On the same table, it can be seen that 86(84.3%) of the students strongly agreed that teachers must use the electronic vocabulary list to improve students' performance and 14(13.7%) of the students agreed that teachers must use the electronic vocabulary list. 1(1.0%) of the students, on the other hand, also disagreed.

A further look at the Table also indicates that 93(91.2%) of the students strongly agreed that the establishment of a language laboratory in the school is essential to the study of English comprehension and only 9(8.8%) of the students agreed. Also, 99(97.1%) of the students strongly agreed that teachers must set goals and targets in developing the reading skills of the students and only 3(2.9%) of the students agreed.

In teachers must encourage students support programme, all the 102 respondents forming 100.0% strongly agreed. 79(77.5%) of the students strongly

agreed that adequate exercises and tests from teachers can help improve performance in English Comprehension and 19(18.6%) of the students also agreed. However, there were 3(2.9%) students who were uncertain.

The Table also indicates that 61(59.8%) of the students strongly agreed that stakeholders must organize frequent INSET for teachers and 20(19.6%) of the students agreed that stakeholders must organize frequent INSET for teachers. However, 10(9.8%) of the students disagreed with 3(2.9%) of the respondents uncertain. There were 69(67.6%) of the student who strongly agreed that teacher motivation and incentive packages must be encouraged and 30(29.4%) of the respondents agreed. However, there were 2(2.0%) of the students who disagreed and 1(1.0%) uncertain.

81(79.4%) of the students strongly agreed that the functional and communicative skills of a teacher can improve results in English Language Comprehension and 14(13.7%) of the students also agreed that the functional and communicative skills of a teacher can improve results in English Language Comprehension, but, 5(4.9%) of the students disagreed and 2(2.0%) of the students were also uncertain. Also, 72(70.6%) of the students strongly agreed that the curriculum must be relevant and flexible to the needs of students in rural areas and 30(29.4%) of the students also agreed to that. 99(97.0%) of the students strongly agree that a good student-teacher relationship improves results in English Comprehension and 2(2.0%) of the students also agreed. However, one 1(1%) of the students was uncertain. 97(95.1%) of the students strongly agreed that encouraging students to join study groups can aid in improving their performance, and 5(4.9%) of the students also agreed that encouraging students to join study groups can aid in improving their performance.

There was again, a total 102(100.0%) of the students strongly agreed that teachers must modify their learning styles and strategies. In peer encouragement as a necessary tool for success in English Comprehension achievement, there were 100(98.0%) of the students who strongly agreed and 1(1.0%) of the students also agreed with only 1(1.0%) showing uncertainty.

In Table 4, 84(84.4%) of the students strongly agreed that enriched classroom and environment facilitate high scores at school and 16(15.7%) of the students also agreed to that, but, 1(1.0%) of the students disagreed that enriched classroom and environment facilitate high scores at school.

Finally, 91(89.2%) of the students strongly agreed that intervention programmes for students in rural areas are necessary to improving the students' performance in English Comprehension and 10(9.8%) of the students also agreed to that with 1(1.0%) of the students uncertain.

Taking a second look at Intarasombat's 2012 findings on a study conducted on 40 students, it was found out that the students' mean score in reading comprehension test was low because students lack vocabulary. Also, looking at the chief examiner's report over a period of five years indicated some remedies for students and stakeholders should follow. These remedies go to prove the major possible measures from the students also in improving the performance in English Comprehension. The findings reveal that:

- i. a well-designed classroom environment/classes make learning effective,
- ii. an adequate supply of reading materials can improve students' performance in English Comprehension,
- iii. a functional syllabus to reflect everyday teaching and learning needs of students improves their love for reading,

- iv. ICT tools can be employed to make teaching and learning of English Comprehension effective,
- v. teachers must introduce English Comprehension games in the school,
- vi. teachers must use the electronic vocabulary list,
- vii. the establishment of a language laboratory in the school is essential to the study of English comprehension,
- viii. teachers must encourage student support programme, and
- ix. Modify learning styles and strategies.

4.5. Demographics of the Respondents (Teachers)

The study sought some background information of the respondents which were relevant to the study. These included their sex, age, educational qualification, area of specialization, subject currently teaching, and number of years in teaching. The results are provided in Table 5.

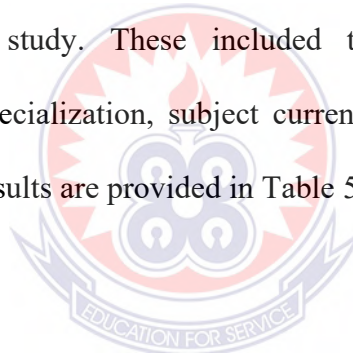


Table 5: Biographical Data of Respondents (Teachers)

Biographical Data	Category	Number	Percent (%)
Gender	Male	3	75
	Female	1	25
	Total	4	100.0
Age	25- 28 years	0	0
	29- 32 years	1	25
	33 years and above	3	75
	Total	4	100.0
Are you a trained teacher	Yes	4	100.0
	No	0	0
	Total	4	100.0
What is your educational qualification	Diploma	0	0
	B.ED.	3	75
	B.A.	1	25
	M.ED / M.A.	0	0
	Total	4	100.0
What is your area of specialization during training?	English and Literature	1	25
	English	2	50
	Literature	1	25
	Others	0	0
	Total	4	100.0
For how long have you taught	1-2	0	0
	3-4	1	25
	5-6	1	25
	7-8	2	50
	9-10	0	0
	11 +	0	0
	Total	4	100.0

Source: Field Data, 2020.

Results from Table 5 shows that 3(75.0%) students who participated in the study were males with the remaining 1(25.0%) being female. This shows that more males than females participated in the study. The Table also shows that 1(25.0%) of the teachers was between 29 and 32 years and 3(75.0%) of the teachers were 33years and above. Therefore, from this data, the majority of teachers are still young, active, and are energetic in teaching the subject.

Results from Table 5 also show that all 4(100.0%) teachers are trained teachers. Again, 3 teachers representing 75% have Bachelor of Education certificates while 1 teacher representing 25% has a Bachelor of Art certificate. It was noticed that none of the respondents had a diploma and maters certificates. This showed that majority of the teachers were qualified academically to teach in the Senior High School. One of the teachers was not qualified to teach English at Senior High School since he/she does not possess the required qualification for teaching the subject. Rossner (1992), stated that language teachers must be better informed about their profession, obtain a teaching certificate, diploma, or degree in the English Language.

Furthermore, 1 teacher representing 25% is specialized in English and Literature; 2 teachers representing 50% are specialized in English only while 1 teacher representing 25% is specialized in Literature only.

Finally, 2(50.0%) of the teachers have 7-8 experience in teaching, whereas 1(25.0%) of the teachers has 3-4 and 5-6 teaching experience each. This indicates that the teachers had taught for a good number of years and had gained experience so they were in a better position to comment on the performance of students in English language Comprehension.

4.6. What student-related factors account for poor performance in English Language Comprehension?

This question examined the various student-related factors that account for poor performance in English Language Comprehension. It required the teachers to indicate the student-related factors that bring about the poor performance of students in English language comprehension. Tables 6 present the results.

Table 6: Student-related factors account for poor performance in English Language Comprehension

Key: SA =Strongly Agree, A =Agree, U=Uncertain, Disagree =D, Strongly Disagree =SD

STATEMENTS	RESPONSES				
	SA%	A%	U%	D%	SD%
Students prefer to speak the local language.	4(100.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)
The mother tongue has interference on the performance of male students in the English Language.	4(100.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)
Students see reading to be boring	3(75.0)	1(25.0)	0(0.0)	0(0.0)	0(0.0)
Students do not understand what they read.	3(75.0)	1(25.0)	0(0.0)	0(0.0)	0(0.0)
Students in senior high school are comfortable when they communicate in Pidgin English	2(50.0)	2(50.0)	0(0.0)	0(0.0)	0(0.0)
Reading is an area gifted for females	0(0.0)	0(0.0)	0(0.0)	1(25.0)	3(75.0)
Most students score low grades in the subject because they don't like the teacher and the way he teaches	0(0.0)	0(0.0)	0(0.0)	0(0.0)	4(100.0)
Students' attitudes towards innovation can affect results in the subject.	4(100.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)
Social media lingo makes communication among students in SHS simple in their messages	4(100.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)
There are inadequate reading materials at their disposal.	2(50.0)	2(50.0)	0(0.0)	0(0.0)	0(0.0)

Source: Field Data, 2020.

In item one of Table 6 indicates that all 4(100.0%) teachers strongly agreed that the Students prefer to speak the local language. This showed that the majority of students prefer speaking their native language to the English language. Again, the Table shows that all 4(100.0%) teachers strongly agreed that the mother tongue has interference on the performance of male students in the English Language. This confirms the students' assertion that the mother tongue interferes with their performance in English Language Comprehension. It goes to affirm Aboagye's (2010) view that on mother tongue influence on second language acquisition.

Also, 3(75.0%) of the teachers strongly agreed that students find reading boring, and 1(25.0%) of the teachers also agreed to that. For students' understanding of what is read, 3(75.0%) of the teachers strongly agreed that students do not understand what they read, and 1(25.0%) of the teachers also agreed that students do not understand what they read.

The Table also indicates that 2(50.0%) of the teachers strongly agreed that students are comfortable when they communicate in Pidgin English as compared to the correct Grammar English, whereas 2(50.0%) of the teachers agreed that students in senior high school are comfortable when they communicate in Pidgin English. Three (75.0%) of the teachers strongly disagreed with students' perception that reading is an area gifted for females. Also, 1(25.0%) of the teachers disagreed with that.

The Table again indicates that 4(100.0%) of the students strongly disagreed that most students score low grades in the subject because they don't like the teacher and the way she/he teaches. All 4(100.0%) teachers strongly agreed that students' attitudes towards innovation can affect results in the subject.

Table 6 also shows that all 4(100.0%) teachers strongly agreed that social media lingo makes communication among students in SHS simple in their messages. Two (50.0%) of the teachers strongly agreed there are inadequate reading materials at students' disposal, with the remaining 2(50.0%) of the teachers also agreed to that.

4.7. What are the teacher-related factors that account for students' performance in English Language Comprehension?

This question examined the various teacher-related factors that account for poor performance in English Language Comprehension. It required teachers to indicate the teacher-related factors that bring about the poor performance of students in English language comprehension. Tables 7 present the results.



Table 7: Teacher-related factors that account for students' performance in English Language Comprehension

Key: SA =Strongly Agree, A =Agree, U=Uncertain, Disagree =D, Strongly Disagree =SD

STATEMENTS	RESPONSES				
	SA%	A%	U%	D%	SD%
Poorly trained English teachers can affect the performance of students in English Comprehension	3(75.0)	1(25.0)	0(0.0)	0(0.0)	0(0.0)
The traditional content and knowledge-oriented curriculum can adversely affect results in English Comprehension	4(100.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)
A teacher's personality and attitude can affect performance in English	4(100.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)
Teachers' attitudes towards innovation can affect performance in English	4(100.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)
Teachers do not give individual attention to the special needs of students	0(0.0)	1(25.0)	0(0.0)	3(75.0)	0(0.0)
Teachers do not attend to their jobs satisfactorily	0(0.0)	0(0.0)	0(0.0)	0(0.0)	4(100.0)
Teachers take the performance of students in English Comprehension for granted	0(0.0)	2(50.0)	0(0.0)	2(50.0)	0(0.0)
Inadequate textbooks for the teacher to use	4(100.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)
Teachers do not use teaching and learning materials	3(75.0)	1(25.0)	0(0.0)	0(0.0)	0(0.0)
Teachers are not versatile in their teaching	0(0.0)	2(50.0)	0(0.0)	2(50.0)	0(0.0)

Source: Field Data, 2020.

Looking at Table 7 above, the results indicate that 3(75.0%) teachers strongly agreed that poorly trained English teachers can affect the performance of students in

English Comprehension, with the remaining 1(25.0) of the teachers agreed that to that.

Table 7 also shows that all 4(100.0%) teachers strongly agreed that the traditional content and knowledge-oriented curriculum can adversely affect results in English Comprehension.

Again, all 4(100.0%) teachers strongly agreed that a teacher's personality and attitude can affect performance in English, and also all 4(100.0%) teachers strongly agreed teachers' attitudes towards innovation which can affect performance in English. In Table 7, 1(25.0%) of the teachers strongly disagreed that teachers do not give individual attention to the special needs of students and the remaining 3(75.0%) teachers also disagreed to the assertion.

Table 7 also shows that all 4(100.0%) teachers strongly disagreed that they do not attend to their jobs satisfactorily. This goes to prove that they are aware that they do not attend to their jobs well which is a cause for worry. Two (50.0%) of the teachers agreed that teachers take the performance of students in English Comprehension for granted while the remaining 2(50.0) also disagreed that teachers take the performance of students in English Comprehension for granted. Furthermore, all 4(100.0%) teachers strongly agreed that there are inadequate textbooks for them to use.

Table 7 also indicates that 3(75.0%) of the teachers strongly agreed that teachers do not use teaching and learning materials in their delivery, and the remaining 1(25.0%) of the teachers also agreed to that. The majority of the teachers agreed that they do not use TLMs in their lessons.

Finally, in Table 7, 2(50.0%) of the teachers agreed that teachers are not versatile in their teaching. However, 2(50.0%) of the teachers disagreed to the assertion. The finding proved a split decision in the assertion.

4.8. What are the possible ways of improving the performance of students in English language Comprehension?

This question examined the various ways in which the performance of students in English language comprehension will be improved. It required teachers to indicate the strategies that can be adopted to help improve the performance of students in the teaching and learning of English language Comprehension. Tables 8 present the results.



Table 8: The possible ways of improving the performance of students in English language Comprehension

Key: SA =Strongly Agree, A =Agree, U=Uncertain, Disagree =D, Strongly Disagree =SD

STATEMENTS	RESPONSES				
	SA%	A%	U%	D%	SD%
A well-designed classroom environment /classes make the learning effective	3(75.0)	1(25.0)	0(0.0)	0(0.0)	0(0.0)
An adequate supply of reading materials can improve students' performance in English Comprehension.	4(100.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)
A functional syllabus to reflect everyday teaching and learning needs of students improves their love for reading.	4(100.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)
ICT tools can be employed to make teaching and learning of English Comprehension effective	4(100.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)
Teachers must introduce English Comprehension games in the school	4(100.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)
Teachers must use the electronic vocabulary list	4(100.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)
The establishment of a Language laboratory in the school is essential to the study of English comprehension	4(100.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)
Teachers must set goals and targets in developing the reading skills of the students	1(25.0)	3(75.0)	0(0.0)	0(0.0)	0(0.0)
Teachers must encourage student support programme	4(100.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)
Adequate exercises and tests from teachers can help improve performance in English Comprehension	2(50.0)	1(25.0)	0(0.0)	1(25.0)	0(0.0)
Stakeholders must organize frequent INSET for teachers	4(100.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)
Teacher motivation and incentive packages must be encouraged	4(100.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)
The functional and communicative skills of a teacher can improve results in English Language Comprehension	2(50.0)	2(50.0)	0(0.0)	0(0.0)	0(0.0)

The curriculum must be relevant and flexible to the needs of students in rural areas	1(25.0)	3(75.0)	0(0.0)	0(0.0)	0(0.0)
Good student-teacher relationship improves results in English Comprehension	3(75.0)	1(25.0)	0(0.0)	0(0.0)	0(0.0)
Students must be encouraged to join study groups	4(100.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)
Modify learning styles and strategies	3(75.0)	1(25.0)	0(0.0)	0(0.0)	0(0.0)
Peer encouragement is necessary for success in English Comprehension achievement	1(25.0)	3(75.0)	0(0.0)	0(0.0)	0(0.0)
Enriched and classroom environment facilitate high scores at school	1(25.0)	3(75.0)	0(0.0)	0(0.0)	0(0.0)
Intervention programmes for students in rural areas are necessary.	4(100.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)

Source: Field Data, 2020.

From Table 8 above, the results indicate that 3(75.0%) of the respondents strongly agreed that a well-designed classroom environment /classes make learning effective with the remaining 1(25.0%) of the respondents also agreed that a well-designed classroom environment /classes make learning effective.

The Table also shows that all 4 teachers representing 100% strongly agreed to: an adequate supply of reading materials to improve students' performance in English Comprehension; a functional syllabus to reflect everyday teaching and learning needs of students to improve their love for reading; ICT tools to be employed to make teaching and learning of English Comprehension effective; introduction of English Comprehension games in the school to improve students' performance; the use electronic vocabulary list to improve students' performance; the establishment of a language laboratory in the school; encouragement of students support programme; stakeholders organizing frequent INSET for teachers; provision and encouraging teacher motivation and incentives packages; encouraging students to join study

groups; and finally, organizing intervention programmes for the students in the rural areas.

Also, 1(25.0%) of the teachers strongly agreed that they must set goals and targets in developing the reading skills of the students and the remaining 3(75.0%) of the students also agreed.

For adequate exercises and tests from teachers to help improve performance in English Comprehension, 2(50.0%) of the teachers strongly agreed and 1(25.0%) of the teachers also agreed to the assertion. However, 1(25.0%) of the teachers disagreed to that.

2 (50.0%) of the teachers strongly agreed that the functional and communicative skills of a teacher can improve results in English Language Comprehension and 2(50.0%) of the teachers also agreed that the functional and communicative skills of a teacher can improve results in English Language Comprehension. Also, 1(25.0%) of the teachers strongly agreed that the curriculum must be relevant and flexible to the needs of students in rural areas and the remaining 3(75.0%) teachers also agreed to that. 3(75.0%) of the teachers strongly agreed that a good student-teacher relationship improves results in English Comprehension and the remaining 1(25.0%) of the teachers also agreed.

There was a total of 3 (75.0%) teachers who strongly agreed that teachers must modify their learning styles and strategies and the remaining 1(25.0%) of the teachers also agreed to the assertion. In peer encouragement is necessary for success in English Comprehension achievement, there were 1(25.0%) of the teachers who strongly agreed and the remaining 3(75.0%) teachers also agreed to the assertion.

Finally, in Table 8, 1(25.0%) of the teachers strongly agreed that enriched classroom and environment facilitate high scores at school and the remaining 3(75.0%) of the teachers also agreed to that. All respondents supported that environments for the teaching and learning of English Language Comprehension must be healthy, safe, protective, and provide adequate resources and facilities.

The findings above are totally in line with that of the students. Teachers admitted that:

- i. students prefer to speak the local language.
- ii. the mother tongue has interference on the performance of male students in the English Language.
- iii. most students score low grades in the subject.
- iv. social media lingo makes communication among students in SHS simple in their messages
- v. teachers strongly agreed that the traditional content and knowledge-oriented curriculum can adversely affect results in English Comprehension.
- vi. teachers strongly disagreed that they do not attend to their jobs satisfactorily

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.0 Introduction

The study sought to investigate into the causes of students' poor performance in comprehension at senior high school. This final chapter presents the summary of the study, the conclusions that were drawn from the study, and recommendations that were made.

5.1 Summary of Findings

Two questionnaires were administered to the students and the teachers respectively. A descriptive survey was used with the aid of questionnaires to collect data. 106 participants were sampled for the study. The following findings were summarized:

1. The mother tongue has interference with students' performance.
2. Students often communicate in Pidgin English.
3. Social media influences students' performance.
4. The school has limited teaching and learning materials.
5. Teachers are not committed to their job.
6. Teachers are not motivated enough to teach the subject.
7. The majority of the students have a misconception that English language Comprehension is not a subject they should learn so they pay more attention to their elective subjects.
8. Teaching and learning is based on traditional content and knowledge oriented.

5.2 Conclusion

Looking at the analysis and the summary of findings, the researcher observed that negative attitude towards English language Comprehension; mother tongue interference; traditional methodologies in teaching; inadequate teaching-learning materials; and inspection of teachers and students' blatant disregard for the subject are the major sources of students' poor performance in English at the Senior High School.

In addition to the above, extensive reading, provision of adequate instructional resources, revision of the syllabus to reflect the everyday teaching and learning needs of students in the rural areas, and proper motivation can improve students' performance in the English language.

In light of this, there is the need to stress that these factors do not only result in poor performance but lateness for example result in incompleteness of the syllabus and affects students' zeal to learn the subject. In the same vein, teachers, these students do not attach any importance to English language Comprehension because they think it is not a subject they ought to learn. Therefore, to improve students' performance in the English language Comprehension at the Azeem Namoah Senior High School, stakeholders of education have to look at all these indicators as they have far-reaching consequences on the performance of students in the English language.

5.3 Recommendation

Based on the findings, the researcher made the following recommendations.

1. Special attention should be given to the teaching of vocabulary building as the study revealed that teachers pay less attention to that.
2. The headmaster in collaboration with the head of the department and the English teachers should find ways of motivating students to love reading.

3. There is a need to also draw attention to activities like comprehension games. This would compel students to read extensively.
4. In-service training should be organized for teachers to help them with aspects they find challenging. In so doing, teachers will gain mastery in the aspects they find challenging.
5. The government should provide the school with instructional aids.
6. The headmaster in collaboration with the PTA should build a language laboratory for the school.
7. The curriculum must be relevant and flexible to the needs of the students in rural areas.
8. Teachers must encourage students to support programmes.
9. Dictation drills should be encouraged in schools.
10. Teachers must always discourage the use of the mother tongue on school campuses, especially in secondary boarding schools.

5.3.1 Recommendations for Further Studies

The study was restricted to the selected school in the Bongo District of the Upper East Region of Ghana. Therefore, the circumstances in other areas may differ. It would also be needful to research the motivation of English Language Comprehension teachers.

Finally, researchers should endeavour to employ open-ended questions so as to get the actualities from the respondents. This is because, when some respondents are asked closed-ended questions, especially on Likert scales, they simply tick answers without providing a proper response to the test-item. Therefore, it is commendable to use open-ended questions to get accurate responses from respondents.

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APPENDIX A

UNIVERSITY OF EDUCATION, WINNEBA

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF APPLIED LINGUISTICS

INVESTIGATING INTO THE CAUSES OF STUDENTS' POOR
PERFORMANCE IN COMPREHENSION AT SENIOR HIGH
SCHOOL: THE CASE STUDY OF AZEEM NAMOA SENIOR HIGH
SCHOOL

QUESTIONNAIRE FOR STUDENTS

Dear Student,

The information obtained through this questionnaire is for academic purposes only and will be accorded the highest degree of confidentiality. Therefore, your co-operation and frank responses are welcomed. The research aims to analyse the causes of students' poor performance in comprehension at senior high school.

INSTRUCTIONS

Please, tick [] in the appropriate space below and supply answers where necessary.

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

SECTION A

Background Information of the Respondents (STUDENTS)

1. Age: 15-18 () Above 18 ()
2. Sex: Male () Female ()
3. Programme of Study
 - i. General Science ()
 - ii. General Arts ()

- iii. Business ()
4. Residency: Day student () Living in the hostel ()
5. Parents/Guardians Educational Background
- i. None ()
- ii. Primary ()
- iii. Secondary ()
- iv. Others ()

SECTION B

Research Question 1: What student-related factors account for poor performance in English Language Comprehension?

By completing the table below, you indicate student-related factors that account for poor performance in English Comprehension.

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

STATEMENTS	RESPONSES				
	SA	A	U	D	SD
Students prefer to speak the local language.					
The mother tongue has interference on the performance of male students in the English Language.					
Students see reading to be boring.					
Students do not understand what they read.					
Students in senior high school are comfortable when they communicate in Pidgin English.					
Reading is an area gifted for females					
Most students score low grades in the subject because they don't like the teacher and the way he teaches.					

Students' attitudes towards innovation can affect results in the subject.					
Social media lingo makes communication among students in SHS simple in their messages.					
There are inadequate reading materials at their disposal.					

SECTION C

Research Question 2: What are the teacher-related factors that account for students' performance in English Language Comprehension?

By completing the table below, you indicate teacher-related factors that account for students' performance in English Language Comprehension.

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

STATEMENTS	RESPONSES				
	SA	A	U	D	SD
Poorly trained English teachers can affect the performance of students in English Comprehension.					
The traditional content and knowledge-oriented curriculum can adversely affect results in English Comprehension.					
A teacher's personality and attitude can affect performance in English.					
Teachers' attitudes towards innovation can affect performance in English.					
Teachers do not give individual attention to the special needs of students.					
Teachers do not attend to their jobs satisfactorily.					

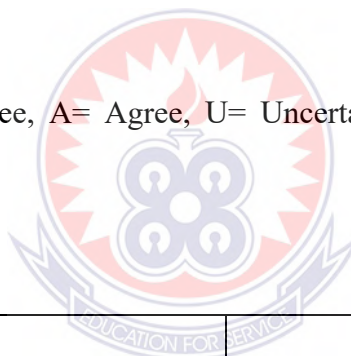
Teachers take the performance of male students in English Comprehension for granted.					
Inadequate textbooks for the teacher to use.					
Teachers do not use teaching and learning materials.					
Teachers are not versatile in their teaching.					

SECTION D

Research Question 3: What are the possible ways of improving the performance of students in English language Comprehension?

By completing the table below, you indicate the strategies that can be adopted to help improve the performance of students in the teaching and learning of English language Comprehension.

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



STATEMENTS	RESPONSES				
	SA	A	U	D	SD
A well-designed classroom environment /classes make learning effective.					
An adequate supply of reading materials can improve students' performance in English Comprehension.					
A functional syllabus to reflect everyday teaching and learning needs of students improves their love for reading.					

ICT tools can be employed to make teaching and learning of English Comprehension effective.					
Teachers must introduce English Comprehension games in the school.					
Teachers must use the electronic vocabulary list.					
The establishment of a language laboratory in the school is essential to the study of English comprehension.					
Teachers must set goals and targets in developing the reading skills of the students.					
Teachers must encourage student support programme.					
Adequate exercises and tests from teachers can help improve performance in English Comprehension.					
Stakeholders must organize frequent INSET for teachers.					
Teacher motivation and incentive packages must be encouraged.					
The functional and communicative skills of a teacher can improve results in English Language Comprehension.					

The curriculum must be relevant and flexible to the needs of students in rural areas.					
Good student-teacher relationship improves results in English Comprehension.					
Students must be encouraged to join study groups.					
Modify learning styles and strategies					
Peer encouragement is necessary for success in English Comprehension achievement					
If your parents are good at English you will automatically enjoy studying it.					
Enriched classroom and environment facilitate high scores at school					
Intervention programmes for students in rural areas are necessary.					

APPENDIX B

UNIVERSITY OF EDUCATION, WINNEBA

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF APPLIED LINGUISTICS

INVESTIGATING INTO THE CAUSES OF STUDENTS' POOR PERFORMANCE IN COMPREHENSION AT SENIOR HIGH SCHOOL: THE CASE STUDY OF AZEEM NAMOA SENIOR HIGH SCHOOL

QUESTIONNAIRE FOR TEACHERS

Dear Colleague,

The information obtained through this questionnaire is for academic purposes only and will be accorded the highest degree of confidentiality. Therefore, your co-operation and frank responses are welcomed. The research aims to analyse the causes of students' poor performance in comprehension at senior high school.

Instructions

Please, tick [] in the appropriate space below and supply answers where necessary.

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

SECTION A

Background Information of the Respondent (Teachers)

1. Age: 25-28 () 29 - 32 () 33 and above
2. Sex: Male () Female ()
3. Are you a trained teacher: Yes () No ()
4. What is your educational qualification?
 - i. Diploma []

- ii. B.ED. []
 - iii. B.A []
 - iv. M.ED / M.A []
 - v. Others (specify)
-

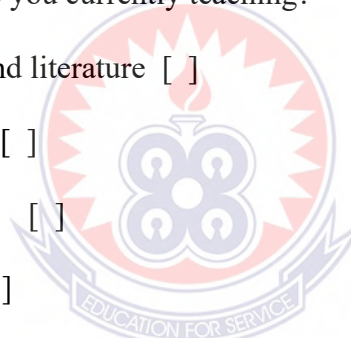
5. What is your area of specialization during training?

- i. English and literature []
- ii. Literature []
- iii. Theatre Arts []
- iv. English []

6. What subjects are you currently teaching?

- i. English and literature []
- ii. English []
- iii. Literature []
- iv. Other []
- v. For how long have you taught?

1-2 [] 3-4 [] 5-6 [] 7-8 [] 9-10 [] 11+ []



SECTION B

Research Question 1: What student-related factors account for poor performance in English Language Comprehension?

By completing the table below, you indicate student-related factors that account for poor performance in English Comprehension

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

STATEMENTS	RESPONSES				
	SA	A	U	D	SD
Students prefer to speak the local language.					
The mother tongue has interference on the performance of male students in the English Language.					
Students see reading to be boring					
Students do not understand what they are read.					
Students in senior high school are comfortable when they communicate in Pidgin English					
Reading is an area gifted for females					
Most students score low grades in the subject because they don't like the teacher and the way he teaches					
Students' attitudes towards innovation can affect results in the subject.					
Social media lingo makes communication among students in SHS simple in their messages					
There are inadequate reading materials at their disposal.					

SECTION C

Research Question 2: What are the teacher-related factors that account for students' performance in English Language Comprehension?

By completing the table below, you indicate teacher-related factors that account for students' performance in English Language Comprehension.

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

STATEMENTS	RESPONSES				
	SA	A	U	D	SD
Poorly trained English teachers can affect the performance of students in English Comprehension					
The traditional content and knowledge-oriented curriculum can adversely affect results in English Comprehension					
A teacher's personality and attitude can affect performance in English					
Teachers' attitudes towards innovation can affect performance in English					
Teachers do not give individual attention to the special needs of students					
Teachers do not attend to their jobs satisfactorily					
Teachers take the performance of students in English Comprehension for granted					
Inadequate textbooks for the teacher to use					
Teachers do not use teaching and learning materials					
Teachers are not versatile in their teaching					

SECTION D

Research Question 3: What are the possible ways of improving the performance of students in English language Comprehension?

By completing the table below, you indicate the strategies that can be adopted to help improve the performance of students in the teaching and learning of English language Comprehension.

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

STATEMENTS	RESPONSES				
	SA	A	U	D	SD
A well-designed classroom environment /classes make the learning effective					
An adequate supply of reading materials can improve students' performance in English Comprehension.					
A functional syllabus to reflect everyday teaching and learning needs of students improves their love for reading.					
ICT tools can be employed to make teaching and learning of English Comprehension effective					
Teachers must introduce English Comprehension games in the school					
Teachers must use the electronic					

vocabulary list					
The establishment of a Language laboratory in the school is essential to the study of English comprehension					
Teachers must set goals and targets in developing the reading skills of the students					
Teachers must encourage student support programme					
Adequate exercises and tests from teachers can help improve performance in English Comprehension					
Stakeholders must organize frequent INSET for teachers					
Teacher motivation and incentive packages must be encouraged					
The functional and communicative skills of a teacher can improve results in English Language Comprehension					
The curriculum must be relevant and flexible to the needs of students in rural areas					
Good student-teacher relationship improves results in English Comprehension					

Students must be encouraged to join study groups					
Modify learning styles and strategies					
Peer encouragement is necessary for success in English Comprehension achievement					
If your parents are good at English you will automatically enjoy studying it.					
Enriched and classroom environment facilitate high scores at school					
Intervention programmes for students in rural areas are necessary.					

