

TEACHING AND LEARNING IN BORDER TOWNS: A STUDY IN SOME  
JUNIOR HIGH SCHOOLS ALONG THE GHANA-TOGO BORDER

By

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KNUST

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## DECLARATION

I declare that this thesis hereby submitted is the result of my own work except where I have indicated or acknowledged the sources quoted by means of complete references. The product is the result of my effort towards the Master of Arts (Art Education) through the professional guidance of the recognised supervisor, whose name appears below.

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## ABSTRACT

This study aimed to inquire into teaching and learning in Junior High Schools located along the Ghana – Togo border, to analyse teaching methods and strategies the teachers adopt, the influence of the teaching methods and strategies on the performance of students and key factors that affect the general performance of students in those schools. Through the use of questionnaire, interview, and observation, the relevant data were collected from a convenient sample of 365 students, 12 teachers, and four headteachers purposely selected from four schools located along the Ghana-Togo border in the Volta Region. This qualitative study revealed that teachers in the sampled schools use a variety of teaching methods and strategies identified including drill, question and answer, group projects, discussion, individualised instruction, demonstration, school garden system, homework, writing, classroom visual aids, songs, and reading aloud. The effects of some of the teaching methods and strategies have negative impacts on the students. The factors that affect teaching and learning and academic performance were identified in the study as: language, differences in the students' educational background, teacher inexperience, poor school environment, poor classroom management strategies, lack of cordial relationship between teachers and students, poor school infrastructure, lack of teaching and learning materials, student indiscipline, and lack of models for female students. To improve the situation in the schools, the study recommends in-service training for teachers in these schools on current teaching methods that can enhance successful learning, assessment techniques and learner-centred teaching, involvement of communities and other education stakeholders in the provision of teaching facilities in schools for implementing appropriate teaching pedagogies to enhance student learning and academic performance in the schools.

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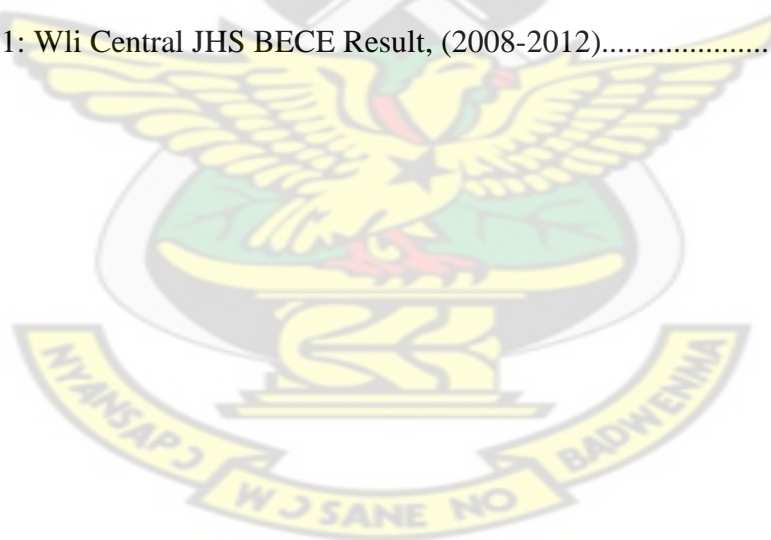
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# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0 Overview**

This chapter outlines the background to the study, statement of the problem, objectives of the study, research questions, delimitations, significance of the study, definition of terms and organisation of the study.

### **1.1 Background to the Study**

Basic education is the cornerstone of every student's education. The central and local educational guidelines mandated for student achievement are the specifications by which teachers orient their curriculum to provide that necessary education. The methods that the teacher uses to fulfil those requirements are determined by the theory of learning and curriculum orientation to which the individual teacher adheres. Most activities or teaching strategies chosen by a teacher are selected for their usefulness in meeting mandated educational requirements (Hayford, 2007). Promoting learning and achievement of students is a main aim of school education. Teaching is the main way of achieving this. Teaching is identified as a key influence on high quality outcomes for many students.

Teaching and learning are what ultimately make a difference in the mind of the learner, and thus affect knowledge, skills, attitudes and the capacity of young people to contribute to contemporary societies (James & Pollard, 2006). Effective teaching and learning have become more prominent as the student body has become more diverse, but effective teaching has benefits for all students. The student population is growing increasingly and rapidly becoming more heterogeneous. Students are diverse in their cultures and ethnicity, their experiences, and in many other dimensions. They

have different learning styles and different ways of assimilating information, and using a “one size fits all” teaching method in the educational sector or classroom is not likely to meet with success (Giles *et al*, 2003 as cited in Agbenatoe, 2011).

The role of the teacher in the traditional classroom is that of a model who can serve as an instructor and motivator. The teacher’s job is to present new information, correct students’ misunderstandings, and to demonstrate skills. The traditional teacher determines what will be learned, when it shall be learned, where it will be learned, and who will be the learner. Academic subjects are taught as separate entities in the traditional classroom so that reading is taught at reading time, and maths concepts are taught at maths time. Subjects are not related to one another, and they are learned independently from each other. Children’s learning is assessed by tests that involve memorisation of new information after the material has been presented in the classroom (Hayford, 2007).

One of the basic skills for success in the knowledge society is the ability to learn. With increasingly rapid changes in the work place, in part due to changing technology and as a result of changing societal needs in the context of globalization, citizens must learn in order that they can maintain their full and continued participation in employment and civil society or risk social exclusion (Alton-Lee, 2003). There is research evidence that up to 59% of variance in student performance is attributable to differences between teachers and classes, while up to almost 21% is attributable to school level variables (Alton-Lee, 2003). The evidence internationally is that what happens in classrooms through quality teaching and the quality of the learning environment generated by the teacher and students is the key variable in explaining up to 59% variance in student performance. Much discussion of international students

has however, focused on stereotypes: a presumed reluctance to talk in class, a preference for notes learning, and an apparent lack of critical thinking skills (Alton-Lee, 2003).

The Togolese have such long-lasting relationship with Ghana such that it can be difficult to differentiate between immigrants and refugees (Frontani, Silvestri & Brown, 2009). The tie-ups are confined to Ghana's Volta Region, which hosts Togo and is home to the Ewe, Ghana's third largest ethnic group, who constitute around 13 per cent of the total population (Gocking, 2005). Based on their common ancestry and customs, the Ghanaian Ewe views the Togolese Ewe as kin rather than foreigners. This is because the Ewes share many cultural practices: chieftaincy, festivals, proverbs and places of worship (Nugent, 2002). The Togolese generally live in villages separate from but in close proximity to Ghanaian Ewe villages (Gavua, 2000).

Togolese refugees started coming to Ghana with a mass movement of people across the border due to gross violations of human rights, massive insecurity and war in Togo. By June 1993, approximately 40 per cent of Togo's population of nearly 240,000 refugees were in Ghana. When the Togolese arrived in Ghana, their first priority was to find shelter and enough food and water to survive. After these basic needs had been met and the initial shock of displacement has subsided, the Togolese began to turn their minds to the future. Education for their children then became a top priority (Frontani *et al*, 2009). Prior to this, Gavua (2000) reports that Togolese's parents, particularly those living in rural areas, responded to the shortages in public school places by sending their children to school near the border with Ghana. This means that parents in certain rural areas where the provision of both public and

private schools had been either insufficient and/or unaffordable began to send their children to schools in Ghana.

Absorption of Togolese students into the Ghanaian school system has been retained by the Ghana Education Service and UNICEF as the most viable option to address the educational needs of Togolese refugee children in primary school level (UNICEF, 2005). Primary education was made available for refugee children, and the latter seem to be up to the task mostly because Ewe, which is the local language in Volta Region, is spoken by approximately 65% of Togolese; French has also been introduced in the Ghanaian school system (UNICEF, 2005). The Ghanaian classroom therefore continues to grow with influx of new immigrant groups of students who enter school with cultural and educational backgrounds do not correspond to the norms and expectations they encounter when they start formal schooling. On entering basic school, large numbers of limited English proficient students are placed in Primary or Junior High School no matter their ages (Frontani et al, 2009).

In developing National Curriculum for basic education in Ghana, both behaviourist and the cognitive constructivist learning theories were adopted by Curriculum Research Development Division (CRDD, 2004) of Ministry of Education (MoE). It is however, not clear whether the principles are applied in all the educational sectors across the country (Hayford, 2007). National policies made to guide education in Ghana also do not make any particular provision in terms of curricula and assessment approaches for teaching and learning in border towns. At the end of nine years of basic education in Ghana, all Junior High School students write the Basic Education Certificate Examination (BECE) for grading and selection into Senior High Schools (Hayford, 2007). Continuous assessment over the three years contributes 30% of the

marks the students gain for the BECE, which also makes continuous assessment as important as the external examination for all students.

## **1.2 Statement of the Problem**

A fundamental assurance of the Ghana government is that all children, regardless of their status in society when they enter public school, have the opportunity to receive quality education and, as a result, improve their capacity to be successful in society (Ministry of Education, 2002). The Free Compulsory Universal Basic Education (FCUBE) policy, a 10-year programme (1996-2005) designed to establish the policy framework, strategies and activities for attaining free compulsory universal basic education for all children of school going age in Ghana (MoE, 2004), has resulted in the continual increase of basic school enrolments, and opportunity for citizens and non-citizens to give their children basic education while living in Ghana (Hayford, 2007).

Education in Ghana is guided by a centrally prescribed curriculum for all levels of pre-university education and the curriculum is designed for Ghanaian children. In line with Ghana's educational policy, the same textbooks are also used by schools across the nation. Academic subjects are taught as separate entities in the traditional classroom so that reading is taught at reading time, and maths concepts are taught at maths time. Subjects are not related to one another, and they are learned independently from each other. Children's learning is assessed by tests that involve memorisation of new information after the material has been presented in the classroom (Hayford, 2007).

Ghana is bordered by three francophone countries - Togo, La Côte D'Ivoire and Burkina Faso. Students from these neighbouring countries enter Ghana with the intention of studying in order to achieve their goals, even though they have different educational backgrounds, learning styles and difficulty understanding teaching instruction in Ghana which is done in English or the local languages. This means children who come from other countries such as Togo, La Côte D'Ivoire and Burkina-Faso have to study along the citizens even though teaching approaches and assessment strategies may be different. This makes it difficult for their teachers in Ghana to identify each student's potential and how to adjust their teaching strategies to help them achieve their aim.

Throughout the history of public schooling in Ghana, specific groups of children have failed to receive the full benefits of public education and, as a result, have had difficulty achieving success in school (United Nations Educational, Scientific and Cultural Organization (UNESCO, 2004). Many students who have diverse needs with regards to learning difficulties are being ignored in the mainstream education (Hayford, 2007). The Ministry of Education, Youth and Sports (MoEYS, 2004) explains that curriculum inflexibility is where education remains highly structured and examination focused leaves little room for addressing the diversity in students' learning. The challenge for this study therefore was to find out how teaching and learning occur in selected Junior High Schools located along the Ghana – Togo border in the Volta Region, which have Ghanaian and Togolese students and teachers in order to identify the factors that affect teaching and learning effectiveness and academic performance of students in the Basic Education Certificate Examination.

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

The study sought:

1. To find out teaching methods adopted by teachers in the Junior High Schools along the Ghana – Togo border.
2. To identify the effects of the teaching methods on the performance of the students and to assess students involvement or participation in the class.
3. To identify factors that affect students' performance in the schools along the Ghana – Togo border.

### **1.4 Research Questions**

1. What are the teaching methods adopted by the teachers in the schools along the Ghana – Togo border?
2. How do the teaching methods adopted by the teachers affect students' learning and their performance in the schools along the Ghana – Togo border?
3. What factors affect students' performance in the schools along the Ghana – Togo border?

### **1.5 Delimitations**

The study was limited to four Junior High Schools located in some Ghana -Togo border towns in the Volta Region. The sampled schools were Atikpui MA JHS, Shia R.C. JHS, Nyive MA JHS, and Wli Central JHS which are located in the Ho and Hohoe Municipalities. The study was limited to teaching and learning processes in the four schools.

### **1.6 Definition of Terms**

Teaching aids: This refers to motivating techniques than teaching materials or equipment used by teachers.

Curriculum:	An organized programme of courses and study arranged to provide definitive cultural or professional preparation.
Assessment:	The gathering of evidence to judge students' demonstration of learning
Motivation:	The psychological feature that arouses students to take an action toward learning.
School Climate:	The quality and character of school life. It is based on patterns of school life experiences and reflects norms, goals, values, interpersonal relationships, teaching, learning and leadership practices, organizational structures and feelings and attitudes that are elicited by a school's environment.

## 1.7 Abbreviations

JSS	Junior Secondary School
JHS:	Junior High School
SHS:	Senior High School
MoEYS:	Ministry of Education, Youth and Sports
GES:	Ghana Education Service
MoE:	Ministry of Education
BECE:	Basic Education Certificate Examination
FCUBE:	Free Compulsory Universal Basic Education Programme
CRDD:	Curriculum Research Development Division
B.D.T:	Basic Design Technology
I.C.T:	Information and Communications Technology
R.M.E:	Religious and Moral Education
P.T.A	Parent Teacher Association

UNESCO:	United Nations Educational, Scientific and Cultural Organization
UNICEF:	The United Nations Children's Fund
CEPED	Certificat D'étude D'école Primaire
BEPC	Brivet D'étude du Primaire Cycle

### **1.8 Significance of the Study**

This study contributes to the identification of JHS students' areas of weakness and strengths and how teachers can positively influence these especially where languages spoken by teachers and students differ. It is expected that the findings can help the teachers of various subjects create activities, educational aids, and situations which suit students' learning styles. The study can provide a basis for effective teaching methods that teachers could use to modify or reinforce students' academic performance.

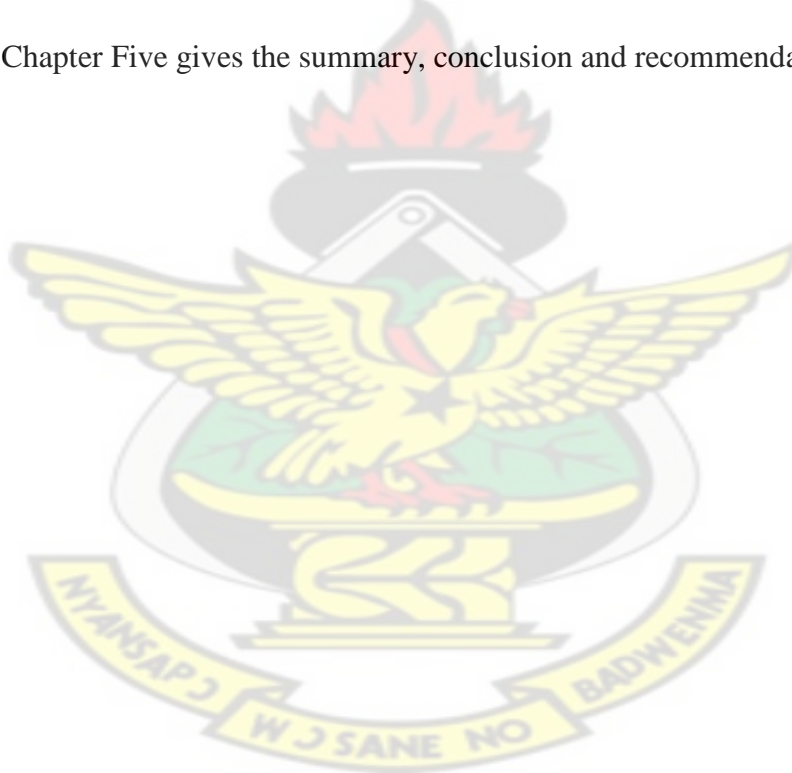
It can also help curriculum designers to produce academic materials that are in harmony with students' learning styles. The knowledge of personality and learning styles of students may be helpful in allowing individuals to have insight into their strengths and vulnerabilities and thereby avoid situations in which they become stressed. In addition, such knowledge can help career advisors to provide counselling for teachers so that they can achieve their full potential.

The findings contribute new knowledge to the existing knowledge about teaching in basic schools in Ghana specifically along the border with Togo for effective practice of teaching and learning.

### **1.9 Organisation of the rest of the Text**

Chapter Two focuses on the review of related literature. Topics covered are education, education system in Ghana and Togo, theoretical framework, learning, learning styles, multiple intelligence, teaching, teaching strategies and methods, motivation and factors affecting teaching and learning. Chapter Three covers the research methodology which involves the research design, population studied, sample and sampling technique, instrumentation, data collection procedure and the data analysis plan. Chapter Four has the analysis of data collected for the study; the description of the intervention teaching that was carried out and the interpretation of the findings.

Finally, Chapter Five gives the summary, conclusion and recommendations.



## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.0 Overview**

This chapter provides a review of literature that expands on teaching and learning.

Topics discussed include the following terms:

- Education
- Education in Ghana
- Junior High School Education
- Education in Togo
- Junior Secondary Education
- Teaching
- Learning
- Learning Styles
- Multiple Intelligence

#### **2.1 Education**

Education, according to UNESCO (2000), is a powerful agent which provides mental, physical, ideological and moral preparation to individuals, to enable them to have full consciousness of their task, of their purpose in life and to equip them to achieve that purpose. It is an instrument for the spiritual development as well as the material fulfilment of human beings. Education plays an important role in human resource development. It raises the productivity and efficiency of individuals and produces skilled manpower that is capable of leading the economic development. Notably, education is one of the most powerful instruments known for reducing poverty and inequality and for laying the basis for sustained economic growth. It is the

fundamental instrument for the construction of a dynamic society. For individuals and for nations, education is the key to creating, applying, and spreading knowledge.

Tuan (2009) opines that education encompasses both teaching and learning of knowledge, proper conduct and technical competency. Tuan defines education as the transfer of survivalist skills and advancement of culture from one generation to another. This means education is a process through which the intellectual and moral capacities of individuals are developed, so as to make them cultural members of their society. According to Mangal (2007), teaching and learning are the two fundamental aspects of the educational process. The most important objective of teaching is to facilitate learning. Thus the concept of teaching is incomplete without learning.

UNESCO (2000) asserts that teaching and learning form the central part of education and provide both essential learning tools and the basic learning content required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning. For understanding the teaching and learning process, it is essential to study the nature of teaching and learning.

#### 2.1.1 Education in Ghana

The education system in Ghana is classified into three: basic, secondary and tertiary education. Basic education is provided for at the Primary and Junior High School level. Primary education, which lasts six years, is preceded by two years of pre-school education. This is followed by three years of Junior High School and a three-year Senior High School education. For the purpose of this study, focus is on education in Junior High Schools.

### 2.1.2 Junior High School Education

Junior High School education came into being with the educational reforms implemented in 2007 for technical and vocational education (Hayford, 2007). The core subjects studied are Mathematics, English, and Integrated Science while the elective subjects are Information Communication and Technology (I.C.T.), Ghanaian Language, Basic Design and Technology (comprising Pre-Technical Skills, Home Economics and Visual Arts), Religious and Moral Education, and French. At the end of the three year Junior High course, the students sit for the Basic Education Certificate Examination (BECE). Students who obtain aggregate 36 or better (six is best) enter the Senior High Schools. Usually, the score is determined by aggregating the student's grades in the elective subjects. The aggregate score is then added to the aggregate score of the best core subjects, with scores in English, Mathematics and Integrated Science being considered first (GhanaWeb, 2012).

### 2.1.3 Education in Togo

Togo's educational system is highly centralised and patterned on the French education model that has six levels of crèche, kindergarten, primary, secondary and higher education (Animaou, 2001). Pre-primary education is not compulsory as done in Ghana but like Ghana, children enter primary school in Togo at the age of six years. At the end of six years, the pupils graduate with the *Certificat D'étude D'école Primaire (CEPED)* which provides access to college unlike Ghana where no formal certification goes with primary education.

### 2.1.4 Junior Secondary Education

The certificate of graduation from Junior Secondary School in Togo is the *Brivet D'étudedu Primaire Cycle (BEPC)* in which marks obtained at the end of this level

allow students to access secondary education. Students in College d'Enignement, which is equivalent to JHS in Ghana, study Mathématiques, La Science, Histoire, Géographie, Anglais and Français as the core subjects while Sport, Éducation Civique et Morale, Schéma and Couture are the elective subjects. Unlike education in Ghana, Junior Secondary students in Togo take a state examination each year and are expected to score an average of 10 marks to pass the core subjects. Assessment is based on the totalling of all the core subjects divided by the number of the subjects taken (Bafei, 2011).

## **2.2 Teaching**

Teaching, according to Smith (2000), involves imparting two types of information: knowledge and skill. An attitude is often thought to change as a result of learning and that it represents the outcome from the gain of knowledge and skill. The balance between these two items and attitude is an important aspect of teaching. The ultimate goal of teaching is to facilitate learning in students. Teaching, according to Alton-Lee (2003), is a pedagogical practice that facilitates for heterogeneous groups of students, their access to information and ability to engage in classroom activities and tasks in ways that facilitate learning that is related to curriculum goals. Teaching is considered by Santrock (2001) as a cluster of activities that are noted about teachers with respect to terms such as explaining, deducing, questioning, motivating, taking attendance, keeping record of works, students' progress and students' background information.

Moreover, Tuan (2009) views teaching as the logical and strategic act that denotes the interaction between the teacher and the student as they operate on some kind of verifiable facts and beliefs; and it encourages students' participation and expression of

their own views. Sherif (2003) also describes teaching as the facilitation of student learning, imparting knowledge or skill and an activity that induces learning. These definitions imply that teaching is any activity that manipulates a student's environment in order to facilitate learning or behavioural change; it involves imparting verifiable facts and beliefs; it encourages students' participation and expression of their own views. In another way, teaching can be defined as a means to cause the child to learn and acquire the desired knowledge and skills that are desirable for living in the society. Teaching involves the teacher, the learner, the curriculum and other variables that are organised in a systematic and psychological way to attain some pre-determined goals.

#### 2.2.1 Maxims of Teaching

Maxims of teaching, according to Sharma and Chandra (2003), are the guidelines or rules that should be followed so that it will be easy for the students to comprehend the concepts or terms being taught. Maxims have proven to be valuable in obtaining the active participation and involvement of students in the teaching-learning process. This implies that if applied during teaching, the maxims can lead to effective, interesting, meaningful, and goal-oriented learning. Mangal and Mangal (2009) advocate that all teachers must follow these maxims if they want effective teaching and learning to take place in their classrooms. Some of the maxims are teaching from:

- Particular to General

Teaching from particular to general, according to Sharma and Chandra (2003), is the presentation of generalised facts, principles, concepts and phenomena which are quite abstract in nature at the end of teaching procedure. Sharma and Chandra state that specific examples should be presented to students first and that general laws or principles should be derived from those specific examples. The same examples should

be evaluated and after understanding the fact, students should be motivated to derive general principles. Therefore, a teacher should always begin a lesson with experiences of the particular cases, facts or instances and then persuade students to generalise or conclude from them.

- Known to Unknown

Teaching from known to unknown emphasizes that new knowledge cannot be grasped in isolation; therefore, the teacher should proceed from previously familiarized concepts (known) to those information or knowledge that is new for the students (unknown). What the students already know about a subject matter can be used to arouse interest in a lesson by asking probing questions related to that area. The teacher then should proceed gradually, step by step, to connect the new information to the old one. The maxim also cautions a teacher to first find out what the students know before they can be taught new material. In order to traverse from the known to the unknown, the teacher must have a plan as well as a goal that require content knowledge, planning, practice, and artistry (Mangal & Mangal, 2009). It is therefore the teacher's duty to help the student to recall previous knowledge in order to pin new ones to fit on it. In the process of recalling, the teacher must diligently search for past experience and be sure the child is ready to absorb the new knowledge.

- Whole to Part

Kochhar (2000 as cited in Siaw, 2009) sees learning to proceed more rapidly and retained better when materials to be learned have meaning, organisation and structure. This demands that teaching should always begin with the whole, and in a step-by-step manner, the various parts or constituents should be presented to the students. This implies that at any level, focusing on parts for too long may cripple the process of integrating them into their whole. Duffy and Duffy (2002) explain that small-step

learning, behaviour modification, and performance based education can be detrimental to students' deeper achievement. Rather, teaching should be focused on a balance between the whole and the part through a step-by-step approach for effective learning to take place. It is therefore necessary for teachers to introduce rules in their work in order to achieve academically and ensure effective teaching.

- Analysis to Synthesis

Analysis refers to a process of breaking or separating out a thing into the simpler parts or elements or constituents in order to understand its structure or composition. It is a sort of operation or investigation that is carried out to know the hidden aspects of a problem, the causes of an event or behaviour or understanding the complex nature of a thing or phenomenon. On the other hand, synthesis refers to a process of combining the different elements or parts of a thing in totality. In comparison to synthesis, the process of analysis represents a systematic and natural way of investigation and discovery (Duffy & Duffy 2002). It is a formative approach quite applicable to the beginning of a learning or teaching act. Therefore, good teaching should always begin with analysis and lead to synthesis.

- Simple to Complex

According to Siaw (2009:14), "simplicity to complexity is an important factor in teaching. Lessons must be presented starting with the easier ones before presenting complex ones". According to Kochhar (2004), simplicity and complexity must be ascertained from the child's point of view. This means that the content of what is to be taught must be graduated. Hence teachers must engage students in tasks that are generally of low level difficulty to enable effective learning before the more difficult ones.

### 2.2.2 Good Teaching

Good teaching has a key role of developing learning because within an education system, it is the most influential point that determines student outcomes. Good teaching influences the quality of student participation, involvement and achievement (including social outcomes). Clay (2001) clarifies that teaching is optimised when teachers have a good understanding of, and are responsive to the student learning processes involved. Such learning processes are, in general, specific to curriculum areas. Moreover, teaching is not a theoretical act that has universal application, but a very practical act that takes place in specific classrooms with unique students. Teachers may draw upon theories of instruction as inspiration in a diverse way but success in the classroom depends on the decisions teachers make based on their practical knowledge about teaching.

Alton-Lee (2003) explains that when teachers do not design their instructional programme to be responsive to the constraints of memory and knowledge generation, high achieving students can compensate to some extent through additional opportunities to learn at home. When this happens, low achieving students in particular and students from homes with lower cultural capital to match that of the school will fail to learn. It is therefore critical for teachers to understand the range of difficulties that low achievers may be encountering that inhibit knowledge construction.

### 2.2.3 Effective Teaching

Effective teaching has been defined in many ways, and by different methods for measures (Goe & Bell, 2008). Although there is a general consensus that good teaching matters and that it may be the single most important school-based factor in

improving student achievement, Goe and Bell (2008) indicate that teachers' roles involve much more than simply providing subject-matter instruction. Teacher effectiveness has therefore been defined under the following categories:

- Effective teachers have high expectation for all students and help students to learn (Noel, 2006).
- Effective teachers contribute to positive academic, attitudinal, and social outcomes for students such as regular attendance, on-time promotion, self-efficacy and cooperate behaviour (Millet, Stickler, Payne, & Dwyer, 2007).
- Effective teachers use diverse resources to plan and structure engaging learning opportunities, monitor students' progress formatively and adapt instruction as needed; and evaluate learning using multiple sources of evidence (Robert & Patt, 2007).
- Effective teachers collaborate with other teachers, administrators, parents and education professionals to ensure students success, particularly the success of students with special needs and those with high risk of failure (Wright & Sanders, 2008).

The definitions cited here focus measurement efforts on multiple components of teacher effectiveness. The first point addresses students' achievement based on standardised test scores while the other points focus on teachers' contribution that may ultimately improve students' learning. However, because teachers impact students' learning and growth through the processes and practices they employ, it is reasonable to state that an effective teacher can be described as the one who does what is likely to improve students' learning.

### 2.3.4 Methods and Strategies of Teaching

#### i. Methods

Delacruz (1997:23 as cited in Ampeh, 2011) defines instructional method as “a comprehensive instructional approach that can be used to shape subject matter, design instructional materials and events and guide students’ activities”. This means that teaching method is the systematic way teachers go about teaching.

Ewing (2011) asserts that teaching method refers to the manner in which the teacher gives knowledge to the learners. A teacher needs to employ various methods when delivering instruction in order to meet learners’ varying needs. Gray, Griffin and Nasta (2005) assert that teaching methods have a greater influence on students as the methods used determine the frequency of the interaction between the teacher and students with the aim of achieving effective learning. However, Rowe and Stephanou (2007) suggest that well selected teaching methods will improve upon good working relations between teachers and students. Price and Nelson (2007) add that using several methods to engage students may make them more likely to learn, hold and process the information delivered.

Mzokwana (2008) states that several teaching methods can be used to induce students’ involvement in learning activities, for instance, grouping students, discussion, question and answer method, drill method, projects, demonstration, and individualised instruction. These are explained as follows:

- Group Method

Child (2004) describes group method of teaching as where students are put in small groups supervised by their teacher for better communication skills, to promote participation by students, and motivation to learn independently. Child (2004)

mentions that buzz groups, snowball groups, and crossover groups have been used to improve teaching effectiveness. In group method, students work together for common objectives and thus a sense and spirit of cooperative working develops among them and this leads to socialisation among students. Mzokwana (2008) explains that when grouping students, mixed-ability groups should be formed so that the students can learn from one another by sharing views and discussing topics of common interest.

- Discussion Method

Discussion method of teaching, according to Child (2004), refers to a method of instruction which give students an opportunity to express their views or opinions orally on certain issues. This involves sharing of ideas and experiences, solving problems and promoting tolerance with understanding. Mzokwana (2008) states that a discussion method of teaching can be employed in any subject provided that teachers have taken enough time to reflect carefully about the topic.

Child (2004) mentions the advantages of discussion method of teaching to including the following: interpersonal skills such as understanding and communication; it is student-centred method which provides an opportunity for students to learn from each other, thus encouraging teamwork; it promotes tolerance and helps students to understand that there are many aspects or opinions to any one topic and it also helps students to develop leadership, speaking and listening skills. The disadvantages of this method include being time consuming, easily dominated by the outspoken students, and some students becoming disinterested in listening to others. However, the discussion method of teaching can be used in many situations of teaching and learning.

- Question and Answer Method

Child (2004) describes the question and answer method of teaching as the one of the most effective ways of stimulating students to higher levels of thinking. He says that questions asked should require convergent as well as divergent thinking on the part of the students for providing the answers. Child (2004) states that good questions are essential to effective communication between the teacher and the students and that the questions asked can be rhetorical, overhead, direct, relay or reverse to maintain students' interests.

- Drill Method

Drilling means listening to a model provided by the teacher or a tape or another student, and repeating what is heard. This is a method used by teachers when introducing new language items to their students. In this method, the essential part of a particular topic is repeated so that it gets firmly set in the minds of the students. The repetition is done intelligently till it becomes automatic and can be done with a minimum of attention. It focuses on accuracy and provides students with intensive practice in hearing and saying particular words. Unfortunately, the method depends upon memorization and practice. This means whenever the drill method is used students are expected to memorise what is taught (Mustafa, 2008).

- Individualised Instruction

This method of teaching emphasises on teaching each student individually. The teacher has to take each individual student's skills, abilities, interests, learning style, motivation, goals, rate of learning, self-discipline, problem solving ability, degree of retention, participation, strengths and weaknesses into consideration in order to help them learn what is taught (Child, 2004).

- Demonstration Method

According to Farrant (1996:122 as cited in Ampeh, 2011), demonstration involves showing students how something ought to be done. Demonstration is a highly visual method of teaching, a process in which both the teacher and students are actively involved. The procedures involved are as follows: teacher explains the purpose of the demonstration, teacher demonstrates procedure or new behaviour; and students ask questions and engage in discussion. Child (2004) describes the demonstration method of teaching as one that involves direct communication of information and ideas from teacher to students, using a visual approach to disseminate information, ideas and processes. It allows students to see the teacher actively engaged as a model rather than merely telling them.

- ii. Strategies

Strategy is the sequencing or ordering of the techniques that teachers select to teach a particular lesson (Barth, 1990: 370 as cited in Ampeh, 2011). Mzokwana (2008) adds that a teaching strategy is a technique of activities and resources that a teacher plans in order to enable students to learn. De Bortoli and Thomson (2010) submit that the outcome of any strategy is influenced by the teacher's motivation, the effort that has been put into the planning and preparation of the lesson, the motivation of the students and the ability of the teacher to create chances for students to take part in the learning process. This preparation for someone else's learning covers the demonstrations which the teacher does, the exercises and activities designed for students, materials which will be provided or suggested for students to work with, and ways in which to show evidence of their understanding.

## 2.4 Learning

In the process of education, learning occupies the central place. Whatever exists in the educational set-up is meant for learning by the learners (Forrester & Noel, 2009). Mangal (2007) defines learning as the process by which an activity originates or is changed through reacting to an encountered situation, provided that the characteristics of the change in activity cannot be explained on the basis of native response, tendencies, maturation, or temporary states of the organism such as fatigue from drugs. Learning can be termed as a process or its outcome in which necessary changes in the behaviour of the learner are brought about through experiences. Learning is a matter of developing competence and identity in relation to other members of a community of practice (Montgomery, Bull & Kimball, 2005).

Mahar and Harford (2004:7) describe learning as “occurring most readily and effectively when whole brain processing is engaged, and in particular when the process of learning moves from experience to reflection on experience so that a pattern or framework allows the learner to grasp the meaning”.

Learning is understood as a set of cultural, social, and institutional processes that occur throughout an individual's life; that is life-long learning (Mahar & Harford, 2004). Learning in this sense occurs both within the education sector in early childhood centres, schools, tertiary and adult education institutions, and also a key element in the workplace where learning is an integrated activity that occurs both within and between people. Learning has thus been extended from the individual learner to the learning organisation, and even to the ‘learning society’, which is a vital concept for the knowledge economy. The notion of learning as a social process is becoming accepted amongst educational researchers, policy makers and practitioners.

Properly applied, it should enhance learning for all individuals as they negotiate their way through life.

#### 2.4.1 Learning Theories

Theorists use different terms to explain how people learn, and deductions of different perspectives are generated to provide a more holistic view of learning (Freiberg, 2000). According to Chen (2006), there are three main viewpoints of learning theories: behaviourist, constructivist and cognitive.

##### a) The Behaviourist Theory of Learning

The behaviourists' perspective, according to Haberkorn (2010), view learning as a change in behaviour and the purpose of learning is to produce a behavioural change in a desired direction. The theory also considers learning as the modification of behaviour brought about by experience (James, 2006). In this theory, it is accepted that learning takes place in a learning environment and under certain conditions. Behaviourism concerns itself solely with measurable and observable data and excludes explicit ideas, emotions, and the consideration of inner mental experiences and activities and is not interested in conscious (cognitive) control processes (Dietinger, 2003).

The theory focuses on strengthening the stimulus-response association (Hayford, 2007) which means by using positive or negative reinforcements, instructors can gradually shape learners' behaviour (James, 2006). Behaviourism emphasises the importance of practising learning tasks repetitively and therefore interprets learning in terms of observable change in behaviour (Morris & Maisto, 2001). It implies that behaviours are learned in the process. In this theory, the learners observe the

information, practice the information and then receive reinforcement through praise (Papalia, Olds & Feldman, 2007).

According to James (2006), behaviourists consider the environment for learning to be the determining factor and learning as the conditioned response to the external stimuli. They consider rewards and punishments, or at least the withholding of rewards, as powerful ways of forming or extinguishing habits. Praise may be part of such a reward system. This theory also takes the view that complex wholes are assembled out of parts, so learning can best be accomplished when complex performances are deconstructed and when each element is practised, reinforced and subsequently built upon. The teacher's role is therefore to arrange the environment to elicit the desired responses and assess this to ascertain whether all students have achieved the desired responses. The learning tasks are designed to be reliable and challenging to motivate students. Multiple viewpoints are encouraged, and students can discuss and debate their opinions.

Steele (2005) states that the application of the behaviourist theory in the classroom is usually considered as explicit or direct instruction. Although this approach has been criticised within general education, it had shown promising research results, particularly for children with learning problems. Many aspects of general and special education such as curriculum, pedagogy and assessment have been shaped by the principles of behaviourist learning theory. Behaviourism is therefore well suited for:

- Simple drill and practice patterns, such as learning vocabulary in a language lab.
- Learning psychomotoric abilities such as art work.

- Generates models and mathematical formulas for explaining learning (quantitative description).

#### Suggestions for Teaching with the Behaviourist Learning Theory

- Break down tasks into small segments (Lerner, 2003).
- Model, demonstrate, and explain each step in a procedure or new task (Olson & Platt, 2000).
- Include as much extra practice and review as needed for mastery to occur (Olson & Platt, 2000).
- Incorporate structure and predictable routine into lessons (Steele, 2005).
- Use monitoring and feedback as lesson progresses rather than waiting until conclusion (Steele, 2005) because immediate, consistent, and positive reinforcement increases the speed of learning.

#### b) The Constructivist theory of learning

According to constructivism, learning is a process of knowledge construction occurring within learners (Chen, 2006). The theory argues that learners actively construct frameworks of understanding (cognitive schema) by using both the knowledge they already possess, and new information that is presented to them. It describes learning due to the construction of knowledge and focuses on the understanding of the information. Constructivist theory of learning focuses on socialisation. The argument is that learning is primarily concerned with how people develop different conceptions and constructions of reality (Hayford, 2007). The learners are presented with guiding questions and they study together to develop new information (Morris & Maisto, 2001).

Learning is considered as a reconstruction rather than a transmission of knowledge which means learners assimilate new information and modify their understanding in the light of new data (Dietinger, 2003). In constructivism, learners actively construct their understanding based on their prior experiences and existing knowledge structures (Chen, 2006). Through interacting with the environment, tools, and other people, learners gradually apprehend the shared knowledge, language, and culture (Wells, 2000). In constructivist education, the teacher designs learning activities to engage students in active problem solving and genuine inquiry. With reference to the learner, learning conditions are both external and internal. These conditions are in turn dependent upon what is being learned (Forrester & Jantzie, 2011).

For effective learning, the constructivist theory says prior ideas must be engaged and re-worked as new information come along. Lambert and Lines (2000) add that the constructivist learning is an interactive process therefore quality of teaching and learning depends on communication based on mutual understanding.

#### Suggestions for Teaching with the Constructivist Learning Theory

- Encourage and accept student autonomy and initiative (Steele, 2005).
- Try to use raw data and primary sources, in addition to manipulative, interactive, and physical materials (Feldman, 2005).
- Search out students' understanding and prior experiences about a concept before teaching it to them (Papalia, Olds, & Feldman, 2007).
- Encourage communication between the teacher and the students and also between the students (Santrock, 2008).
- Provide enough time for students to construct their own meaning when learning something new (Santrock, 2008).

### c) Cognitive Theory of Learning

Cognitive learning theorists view learning as a process of understanding and internalising aspects of the world around us. The theory views knowledge as personal interpretation of experiences that learners encounter. This means learners build or change their internal knowledge structures based on prior experiences, and the knowledge structures serve as the foundation for acquiring new knowledge. According to Brown (2004), cognitive psychologists view learning as the study of how information is sensed, stored, elaborated and retrieved.

According to Eggen and Kauchak (2007), learning is a change that occurs in the learner's mental behaviour. It means that the theory focuses on keeping the learner's attention. Reinforcement is used primarily as feedback (Woolfolk, 2004). Cognitive theorists emphasise the importance of understanding learners' existing conceptions and misconceptions, so that teachers can help them process new information or correct misconceptions. Cognitive learning theory therefore views learning as a process of understanding and internalising aspects of the world around us.

According to James (2006), this theory is interested in how people construct meaning and make sense of the world through coordinating structures, concepts and principles in schema (mental models). Prior knowledge is regarded as a powerful determinant of a pupil's capacity to learn new material. In terms of school activities, the theory emphasises the procedures by which students actively interpret the interaction and coordinate internal structures while participating in activities. This implies that learning occurs personally and internally, the teacher and the students only have to coordinate their individual activities with each other.

Moreover, James (2006) observes that the cognitivist theory is complex and differentiated and it is difficult. Nonetheless, the role of the teacher is to help novices to acquire expert understanding of conceptual structures and processing strategies to solve problems by symbolic manipulation with fewer searches. However, it will be viewed that when a new situation is far beyond the interpretation of an individual because the cognitive structures are not at an appropriate level, the individual may either ignore or distort the new information.

Suggestions for Teaching with the Cognitivist Learning Theory (Haberkorn, 2010):

- Assisting learners to recall prior knowledge and experiences.
- Identifying types of learning outcome (memorization, conceptualization, application, problem solving, etc.).
- Facilitating and supporting cognitive processes for learning of the identified types of learning outcomes.
- Assisting learners to develop learning strategies.
- Helping learners to control their own learning processes (metacognition).
- Assisting learners to perform self-assessment.
- Assessing learners' performance and provide informative feedback.

#### 2.4.2 Conditions for Learning

Conditions for learning in an educational organisation are what support teachers in developing classroom environments where students are responsible, respectful, and have interest in learning and working together (Kochhar, 2004). Mzokwana (2008) indicates that the conditions which hinder students' learning and affect their performance include cultural background, psychological problems, and allocation of subjects to teachers without considering their areas of specialization, curriculum

changes, and reading. Lee (2001) also adds school climate, language, curriculum change, teaching methods, the availability of teaching aids, assessment methods, learners' discipline, school culture, overcrowding in classes, motivation, and students' background. These conditions for learning are described in the following sections:

a. School Climate

Weber (2000) describes school climate as the heart and soul of the school and the essence of the school that draws teachers and students to love the school and to want to be a part of it. School culture or climate and effective school factors which directly affect learning and teaching are difficult to define and measure. There are four broad dimensions of school culture and climate: (1) the norms, beliefs, values, and cognitive structures that characterize a school; (2) the organizational structure or social system, which includes the formal and informal rules of organised activity; (3) the school ecology or the physical and material attributes of the school facility; and (4) the social context in which the school is located, including the social class, and race background (Weber, 2000).

b. Language

Rickford and Wolfram (2009) cite the situation of where students do not speak one language or even understand English instruction. Rickford and Wolfram (2009) claim that students experience higher failure rates in school if the language they learn at school is different from the one spoken at home. UNESCO's (2000) research in 26 countries showed that over 50% of students who performed poorly in schools did not speak the language in which they were being educated. This means that academic success of students also depends on language.

### c. Curriculum

Curriculum refers to a sequence of steps or stages in teaching and learning specific content. According to Applebee (2000), curriculum is a sequence of learning opportunities. Curriculum exists as plans and intentions and as patterns of classroom activities that are meant to implement those plans and provide the desired learning opportunities. Curriculum also exists in textbooks as pages intended to support or present those classroom learning opportunities. Mzokwana (2008) states that bulkiness of curriculum makes it difficult for teachers to accomplish their tasks of completing it in time. Though curriculum serves as guidance, it must be completed in time to fully accomplish its aims.

### d. Teaching Methods

Gray, Griffin and Nasta (2005) indicate that teaching methods used determine the frequency of the interaction between the teacher and student. Rowe and Stephanou (2007) suggest that well selected teaching methods improve upon good working relations between teachers and students. This implies that teachers' use of the right methods of teaching has positive influence on the students and promotes effective learning.

### e. Assessment Methods

Assessment is the systematic collection, review and use of information about educational programmes to improve students' learning. Assessment focuses on what students know, what they are able to do, and what values they have when they graduate (Kelly, 2004). Assessment is concerned with the collective impact of a programme on student learning. Mzokwana (2008) holds the view that the assessment programme ought to be able to meet the diagnostic problems during which learning difficulties may be inspected and classified so that proper corrective

measures can be used and direction can be provided. Assessment should be formative so that positive achievement of students may be recognized and discussed and the appropriate next step may be planned, and finally, summative, for the recording of the overall achievement of students in an orderly manner. The National Council for Curriculum and Assessment (NCCA, 2004) explains that assessment is integral to teaching and learning as it relates to all aspects of the curriculum and encompasses the cognitive and affective domains and can play a critical role in the early identification of learning difficulties. This means that assessment makes it necessary for schools to implement procedures both at school and classroom levels for recording and reporting assessment outcomes.

#### f. Students' Discipline

According to Grand and Gillette (2006), discipline is the required action by a teacher toward a student (or group of students) after the student's behaviour disrupts the on-going educational activity or breaks a pre-established rule created by the teacher, the school administration or the general society. Discipline, in guiding students' behaviours or setting limits, is concerned with helping students learn how to take care of themselves, other people, and the world around them. Mzokwana (2008) states that teachers, no matter how good they are in their classes, may face a situation where students are badly behaved and as such demand strong control and the imposition of discipline. Therefore teachers need to identify and reinforce good behaviour for class discipline to be maintained. If teachers reward students through praise, learners are most likely to behave in a desired manner and consequently good working relations are likely to develop.

#### g. School Culture

It is obvious that children from different backgrounds and cultures bring differing prior knowledge and resources to learning. Strong supports for learning exist in every culture, but some kinds of cultural resources may be better recognized or rewarded in the typical school setting. There are cultural variations in communication styles, for example, that may affect how a child interacts with teachers in the school environment. Culture influences the knowledge and experiences students bring to the classroom, the ways in which they communicate, the expectations they have for how learning will occur, and the ideas they have about what is worth learning (Hammond, Austin, Orcutt, & Rosso, 2001). The social context created within the classroom, the ways in which communication occurs, teachers' and students' roles, and how opportunities for collaboration are structured all influence the students' understanding and construction of knowledge.

Hammond *et al* (2001) emphasise that the compatibility between cultural contexts, tasks, and modes of communication inside and outside of school influence the ease with which students find and make connections to their experience, and hence to make sense of school-based learning experiences. Similarly, cultural attitudes about cooperation, as opposed to independent work, can affect the degree of support students provide for each other's learning. It is important for teachers and others to take these kinds of differences into account in making judgments about students' competence and in facilitating the acquisition of knowledge and skill.

#### h. Overcrowding

Overcrowding refers to the situation in which more students are put within a single classroom than the required number (Morrow, 2007). This means that when the number of students in a class is too large for the capacity of the classroom, it may be

complicated for the teachers to manage each individual's attention and make use of various teaching and assessment methods. The teacher may find it difficult to monitor learners' behaviour and maintain high learner attention rate. According to Morrow (2007), teachers in overcrowded schools spend more time teaching the entire class rather than being able to give individual attention and slower paced student will be left behind. When this happens fewer students can perform but slow paced students may suffer.

i. Students' Background

Students sometimes have difficulty understanding what is not related to their personal experiences and cultures because they lack the appropriate prior knowledge of the topic, or they do not know how to tap into relevant knowledge they do have (Weber, 2000). Lee (2001) found that low achievement in reading among low income African-American high school students was due to the students' background experiences which required implementation of a culturally responsive curriculum and instruction related to literature, to resolve the problem in subject matters. It was found that low achieving students had poor English background and were culturally diverse. This means that cultural backgrounds and learning experience can affect academic performance of students.

j. Motivation

According to Marilena and George (2007), students' motivation is a construct that is built out of individual learning activities and experiences, and varies from one situation or context to another. Four basic theories of social-cognitive constructs regarding students' motivation so far identified are achievement goal orientation, self-efficacy, personal interest in the task, and task value beliefs. Marilena and George (2007) suppose that these four basic theories of motivation can affect students in

many ways. However, Mzokwana (2008) sees motivation as a direct behaviour towards attaining a particular goal. In the field of education, motivation plays a very significant role in attaining the overall educational aims and objectives through teaching and learning processes.

#### k. Teaching and Learning Materials

Kokoroko (2010) refers to teaching and learning materials (TLMs) as a spectrum of educational materials that teachers use in the classroom to support specific learning objectives, as set out in lesson plans. The effectiveness of teaching and learning materials in enhancing learning is identified by Krakani (2012). Adekeye (2008) says TLMs provide the teacher with interesting and compelling platforms for conveying information since they motivate students who want to learn more and more. Furthermore, Bolick (2003) mentions that TLMs assist the teacher in overcoming physical difficulties that could have hindered effective presentation of a given topic. This implies that TLMs generally make teaching and learning easier and less stressful.

According to Kokoroko (2010), appropriate use of teaching and learning materials make the teacher's lessons practical and real. While Krakani (2012) states that the use of teaching and learning materials vary the pace of lesson delivery and make learning easy and enjoyable, TLMs also create interest in the lesson and as a result, students' participation and attention in the lesson become enjoyable. This means that teaching and learning materials motivate students.

Different types and variety of TLMs are available to be used in teaching any subject effectively. Adekeye (2008) summarises TLMs available for teaching into four major categories:

- I. **Visual aids:** these include pictures, maps, charts, graphs, diagrams, chalkboard, sketches, atlas and painting;
- II. **Audio visual aids:** these include television, computer programmes, film trips, video recording and projectors;
- III. **Auditory aids:** these include audio recordings, radios, records or cassette tapes, music and
- IV. **Printed materials:** these include Encyclopaedias, textbooks, magazines, journals, newspapers, pamphlets, novels poems, simulation games, government records and publications almanacs, biographic, editorial cartoons and case studies.

This means teachers have four **groups** of TLMs to choose from although selection largely depends on the subject and the topic to be taught.

## **2.5 Learning Styles**

Learning style is the way in which a person starts to concentrate on, process, and retain new and difficult information through different perceptual channels. Styles pertain to the person as an individual, and that differentiates each student from someone else. It is generally assumed that learning style refers to beliefs, preferences, and behaviours used by individuals to aid their learning in a given situation (Shaffer & Kipp, 2007). This means students learn in slightly different ways or extremely different ways and learning style is a student's consistent way of responding to and using stimuli in the context of learning. Downes (2010) defines learning styles as the composite of characteristic cognitive, affective, and physiological factors that functions as relatively stable indicators of how a learner perceives, interacts with, and reacts to the learning environment.

It can be observed that learning styles are those educational conditions under which a student is most likely to learn. Thus, learning styles do not actually pertain to what learners learn, instead, how they prefer to learn, that is how they receive, process, assimilate, store, and use the information that is presented. Studies have shown that students have varying learning styles, and that no single teaching style accomplishes all students' needs. In many cases, students' learning style shows how well students learn material in different situations (Downes, 2010).

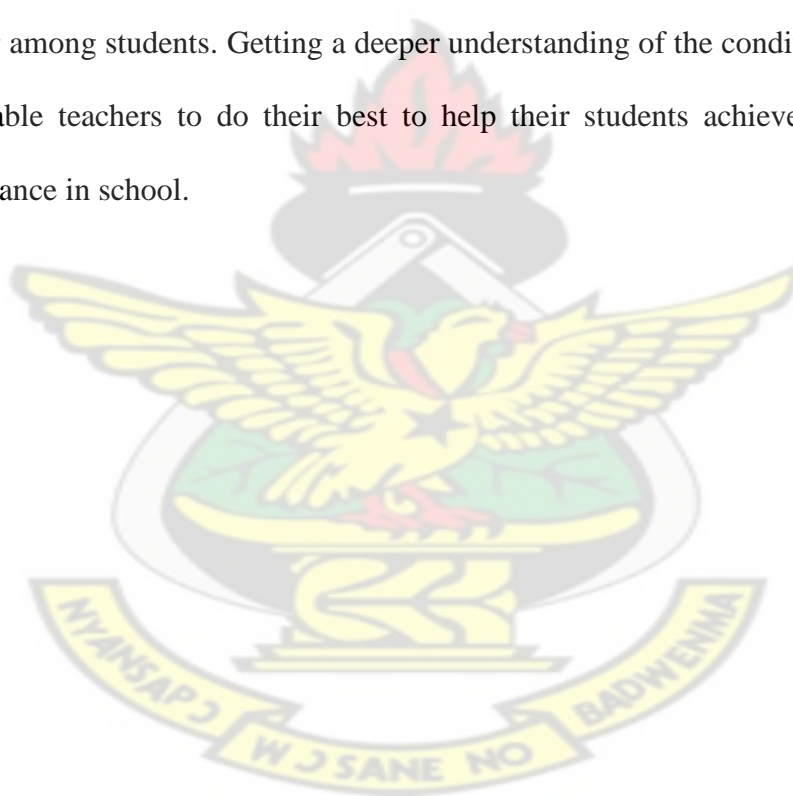
## **2.6 Multiple Intelligences**

Intelligence is the ability or the potential to process and use information to solve a problem or create a product. Many learning problems occur because there is a mismatch of learning styles between those offering instruction and those receiving it (Gardner, 2005). Gardner asserts that each individual uses eight different intelligences, and, even though one type of intelligence may be stronger than another, they all work together in an ordinary person. Moreover, genetic and cultural backgrounds influence how an individual uses and develops their intelligence preferences. So, to help students who are not learning, there is a need to ensure that the instruction is not inappropriate to their learning style (Hampton, 2009). According to Gardner, there are at least eight intelligences: linguistic, logical/mathematical, visual/spatial, tactile, bodily/kinaesthetic, musical, interpersonal, and intrapersonal and possibly others (Gangi, 2011).

In order for teachers to apply the theory of Multiple Intelligence in the classroom they must understand the eight levels of intelligences, and identify the intelligence strengths of their students. The teacher can then reinforce those specific intelligences and teach new materials using the knowledge of the different intelligences. Teaching

to students' strengths using MI has many benefits, including meeting students' learning needs and engaging students, which can lead to higher student achievement (Annstrong, 2009).

The literature establishes that numerous factors affect students' performance in the school situation which includes school climate and students' background. The use of various forms of assessment can help teachers to diagnose students' unique problems. Besides using suitable assessment methods, tools and techniques, positive behaviour where students abide by the teachers' instruction also contributes to the success of learning among students. Getting a deeper understanding of the conditions of learning will enable teachers to do their best to help their students achieve their optimum performance in school.



## CHAPTER THREE

### METHODOLOGY

#### 3.0 Overview

This chapter presents the research design, population, sample and sampling techniques, data collection instruments, types of data, validity, reliability, administration of instruments, data collection procedure and finally data analysis plan.

#### 3.1 Research Design

The study used qualitative method where descriptive and case study research designs were used for the qualitative methods. Qualitative research according to Shank (2002) is a form of systematic empirical inquiry into meaning (p. 5). By *systematic* it means planned, ordered and public, following rules agreed upon by members of the qualitative research community. By *empirical*, it means that this type of inquiry is grounded in the world of experience. *Inquiry into meaning* is how researchers try to understand how others make sense of their experience. Denzin and Lincoln (2000) also affirm that qualitative research involves an interpretive and naturalistic approach: “This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them” (p. 3).

There are three data gathering strategies that typically characterize qualitative methodology: in-depth and open-ended interviews; direct observation; and written documents (including programme records, personal diaries and logs). Data from interviews, observations and document reviews are organized into major themes, categories, and case examples. There are a variety of ways to report the results of qualitative methodology; common among them include attention to detail, descriptive

vocabulary, direct quotes from those observed or interviewed, and thematic organization (Patton, 2002).

Patton (2002) outlines the following as the advantages of qualitative research method as having:

- Greater awareness of the perspectives of programme participants (or product users)
- Capability for understanding dynamic developments in a programme (process) as it evolves.
- Awareness of time and history.
- Sensitivity to the influence of context.
- Ability to enter the programme scene without contrived preconceptions.
- Alertness to unanticipated and unplanned events

In this study, the qualitative method was used to collect data on teaching and learning in four schools along the Ghana-Togo border and how conditions there affect performance of the teachers and students. Under this method, descriptive and case study methods were used to have in-depth knowledge of teaching and learning situations in the four sampled schools along the Ghana-Togo border.

#### a. Descriptive Research Method

Descriptive research method, according to Berg (2004), is the one that is set to describe the natural phenomena which occur within the data in question. The goal set by the researcher is to describe the data as they occur. Berg (2004) suggests that descriptive case studies may be in a narrative form taken into details phenomena that may occur. The descriptive method fit into this study, because the researcher searched for answers to some questions about the student perceptions on factors influencing the

students' academic performance, teaching methods and effective use of the teaching methods on the students. The questionnaire survey is one of the classical techniques to collect descriptive data. Descriptive analyses were based on teaching methods, factors affecting students' performance and the effects of the teaching methods on the students.

Patton (2002) mentions some advantages of a descriptive approach in qualitative research as the ability of the researcher to collect accurate data on and provide a clear picture of the phenomenon under study. In this study, the descriptive approach was particularly appropriate for collecting accurate and authentic data to describe the experience of teaching and learning in schools in border towns..

#### b. Case Study

According to Kumeckpor (2002), a case study can be described as an approach used to inquire about all aspects and facts about a particular situation or circumstances by applying different methods. A multiple case study research approach is very useful in investigating a contemporary phenomenon based on real life situation using limited time. Since the study focused on teaching and learning experiences on border towns, the researcher was able to document such issues in four schools that are close to the researcher's hometown and also where permission was given to do the study.

Merriam (2001) states that case study researchers can get vivid data from a variety of sources, so they can submit the complexity of circumstances, investigate changes evolving over time, underline different concerns or notions, suggest possible solutions with pros and cons, and therefore, provide readers with applicability of the learned knowledge. The method enabled the researcher to study the schools in detail and provide appropriate data on them. Cohen, Manion, and Morrison (2000) mention

some advantages of case study which make it exceptionally convenient to be used as follows:

- Data is drawn from people's experiences and practices and so it is seen to be strong in reality.
- It allows for generalizations from a specific instance to a more general issue.
- It allows the researcher to show the complexity of social life.

The aim of this research was to explore factors that affect teaching and learning in the Junior High Schools found in between Ghana and Togo border towns while concentrating on the performance of students from Togo within the context of a different school system in Ghana. In line with this, the study adopted case study approach to analyse what constitutes teaching and learning in the Ghanaian education set up and how it affects Togolese students.

### **3.2 Population for the Study**

According to Welsh (2006), a population is any group of individuals that have one or more characteristics in common that are of interest to the researcher. The accessible population for the study was all the students in all the four Junior High Schools sited along the Ghana-Togo border in the Volta Region. The participating schools are referred to as Schools Atikpui MA JHS, Shia R.C JHS, Nyive MA JHS and Schools Wli Central JHS.

#### **a. Target Population for the Study**

The study focused on the four sampled Junior High Schools located along the Ghana-Togo border. The target population consisted of 365 students, 31 teachers and four headteachers, making a total of 400 respondents.

#### b. Accessible Population

The accessible population for the study formed 95.3% of the target population and was made up of 365 students, 12 teachers, and four headteachers. Ghanaian students in the population formed 71.2% while 28.8% were Togolese. Gender distribution of the students was 40.0% female and 60.0% male. Table 3.1 represents the data on Ghanaian and Togolese students. Ghanaian students in Atikpui MA JHS formed 65.0% of the 365 students, with 35.0% being Togolese students. Ghanaian students in Shia R.C. JHS were 78.0% and 22.0% were Togolese students. Nyive MA JHS had 73.0% Ghanaians and 27.0% Togolese; while Wli Central JHS had 58.3% and 41.7% Ghanaian and Togolese students respectively.

**Table 3.1 Nationality of Students**

<b>School</b>	<b>No. of Students</b>	<b>No. of Ghanaians</b>	<b>No. of Togolese</b>
Atikpui MA JHS	89	58	31
Shia R.C JHS	108	85	23
Nyive MA JHS	122	89	33
Wli Central JHS	46	28	18
<b>Total</b>	<b>365</b>	<b>260</b>	<b>105</b>

### 3.3 Sample and Sampling Techniques

Sampling is a process of selecting a number of individuals for a study in such a way that they represent the larger group from which they were selected. Welsh (2006) defines sampling as the process of choosing from a much larger population, a group about which we wish to make generalised statements so that the selected part will represent the total group. In this study, the purposive and convenience sampling techniques were used to select the sample schools and respondents who were the headteachers, teachers and students for data collection.

#### a. Purposive sampling

Cohen *et al.* (2000) define purposive sampling as sampling for a purpose and picking a group who fit a profile. Purposive sampling can be used to select various groups of respondents to interview. According to Annan (2007), purposive sampling can increase range of data and maximise the possibilities of uncovering multiple realities that would occur in the study. The sample of four Junior High Schools was purposively selected along the Ghana-Togo border towns because the study focused on the teaching methods, the effects of teaching methods on the students and factors affecting the performance of the students in the schools along the Ghana –Togo border towns. The purposive sampling method allowed the researcher to acquire information that would build up arguments towards a deeper understanding of participants' reasons for choosing the methods of teaching and factors that affect the performance of the students.

Another reason for the choice of purposive sampling is based entirely on the judgment of the researcher, in that a sample was composed of elements that contained most characteristics representative or typical attributes of the population (Salome, 2009). The purposive sampling technique was used to select all the four headteachers of the schools and 12 teachers because they were few and they had experience in teaching in border towns. The 365 students were surveyed purposively and selected because the researcher believed that they were the right people who could give the right information about teaching and learning in the schools. The sample studied was therefore the same as the accessible population.

#### b. Convenience Sampling

Convenience sampling, according to Salome (2009), refers to the non-probability process by which statistical data are gathered from a population. This form of

selection was done based on the ease of gaining the statistical data. The researcher simply gathered data from the students, teachers and headteachers nearby. The Convenience sampling technique also was used based on the researcher's native language (Ewe), proximity to the workplace (Amin, 2005) and familiarization with the respondents who gave the information. This sampling technique was also used to choose respondents who were available and easy to find to respond to the questionnaire (Salome, 2009).

### **3.4 Data Collection Instruments**

In both qualitative studies, the investigator serves as the primary instrument to gather data (Kothari, 2004). According to Yin (2003), there are different sources of information when conducting a case study: documentation, archival records, interviews, direct observation, participant observation and physical artefacts. Methods used in data collection include observations, interview, and questionnaire and documents from different participants and data resources according to the situations of teaching and learning.

#### **a. Interviews**

Interviewing is one of the most common ways of understanding human beings, and it has various forms and uses (Welsh, 2006). Welsh views interview as an instrument that can be used to collect present data on persons, events, activities, feelings, motivations, and concerns. Yin (2003) mentions different types of interviews as open ended, structured and focused. In this study, open-ended and structured interviews were used because of their ability to create discussion. The interviews were conducted personally.

During the interview, the researcher took notes and at the same time a tape recorder was used for recording the interviews for precise data. The main issues that would be discussed during the interview were sent the day before to give the interviewee time to prepare their answers. The interview took 30 minutes, and it was conducted in Ewe because the persons interviewed were Ewes; therefore, the researcher tried to conduct the interview in the mother tongue Ewe to get a relaxed atmosphere. The researcher could speak English, and that the study would be written in English, the researcher could have saved time if the interview was done in English but maybe would not have got the same accurately and well-motivated answers. Since interview can also be used to uncover what was experienced in the past or what is expected to be experienced in the future, the interviews enabled the researcher collected data from the past, present and future based on the participants' (teachers) methods of teaching, prior learning and teaching experiences, students' preference of learning, and other suggestions of how teaching and learning should be organised.

At least four headteachers, 12 teachers and students were interviewed to provide information on the teaching and learning situation, and factors that affect the performance of students in border towns. Interviews were chosen because they gave in-depth information around the topic and they were used as follow-ups to the response to questionnaires.

#### b. Observation

An observation, according to Attakuma (2011), is a systematic collection of information about a student in his or her natural environment. In adopting this method, two things must be taken into consideration: the first is a clear definition of the target behaviour and second, a system for measuring the behaviour. Attakuma

explains that as the research proceeds, the researcher can gradually move to a more restricted observation focus; then begin to investigate possible relationships between the setting and its surrounding environments. He views observation as one of the several time-tested techniques used for gathering information.

Neuman (2006) also views observation as a holistic approach, with researchers collecting data about many aspects of the research setting and its participants. When collecting data, researchers pay attention to the actors or participants in a setting, collecting socio-demographic (for example, age, gender, education, class) and descriptive (for example, dress and stature) information, trying to determine who the people are. Acts, activities, and events are observed and recorded to discover what people do and with whom, what is happening, and if there are any trends and patterns discernible in these activities.

In this study, the researcher was able to observe evidence of teachers establishing differential levels of learning in the classroom and classroom routines. The researcher was able to look for evidence of how learning and behaviour was being monitored. Teachers and headteachers who participated were involved in discussion of how others were involved in their programme and further probed how students' progress was monitored and what teaching methods and materials were considered by the teachers to be most effective. Finally, information were gathered on how other teachers in the schools teach and interact with each other in the areas of student learning reading and other learning activities.

The researcher also carried out the observation of lessons in each classroom of the sampled schools and assessed the teachers' methods of teaching, students' participation in class activities, and students' performance in class works. Relevant

school records like class test results, end of term and end of year examination results were also looked up and carefully observed to obtain information on the effect of teaching and learning on students' performance. Other things observed were behaviour of students inside and outside the classroom, and on school compound, time management by students and physical appearance of the students.

### c. Questionnaire

Questionnaire aims to collect information regarding large groups. Questionnaire can be administered to a large group of individuals at the same time and respondents are free to express their views without being intimidated by the researcher. Self-administered questionnaire was chosen for the reason of the large number of respondents, and the nature of the topic, which had to do with both quantitative and qualitative data (Malhotra & Birks, 2007).

In collecting data from students, teachers and headteachers from the four sampled schools, copies of a self-constructed questionnaire were distributed. Questionnaire was designed to provide information about the schools' profile. It covered school and classroom aspects including enrolment, teachers' methods of teaching, teaching and learning materials, pass grades, dropout rates and support systems, gender differences, learning styles, and age differences. Kokoroko (2010) notes that questionnaire is widely effective for use in collecting information about practice and condition and enquiring into opinions and attitude of subjects. It is also used to collect data to solve problems. Malhotra and Birks (2007) also mention that questionnaire can be used for descriptive or explanatory study, and must have a clear layout, clear-cut questions, complete items, relevant items, logical arrangements of items, and the ability to elicit willingness to answer in respondents. A copy of the questionnaire used as provided as Appendix B.

#### d. Documents and Records

Documents and records were consulted for data to complement data sourced with other techniques of data gathering to inform the study. Creswell (2005) says that documents can be used to gather information from schools and other organisations. Samples of participants' records such as terminal reports, school register, cumulative reports and syllabi were used. The documents supplied information on marking, absenteeism, student's drop-out rate, and students' performance. These documents were given out by the headteachers, teachers and students as well. Thorough analysis was done to record information on the students and their performance. The document analysis was done with the assistance of the headteachers. For example, attendance registers, and previous results were researched and recorded. The data collected were recorded manually through the writing of notes before they were recorded electronically.

### 3.5 Types of Data Collected

#### a. Primary Data

Primary data refers to data collected or obtained from first-hand experience. Primary research consists of a collection of original primary data. It is often undertaken after the researcher has gained some insight into the issue by reviewing secondary research or by analysing previously collected primary data. It can be accomplished through various methods, including questionnaires and interviews and observations. Data were collected in the form of words and photograph activities that were observed as well as what data provided through responses given to the questionnaire. Primary data for this study therefore included photographs, observation checklist, video recording and songs.

#### b. Secondary Data

Secondary data is any information collected by someone else other than its user. It is data that has already been collected and is readily available for use. Secondary data saves on time as compared to primary data which has to be collected and analysed before use. Secondary data were elicited from documents such as journals, textbooks, manuals, dissertations and theses sourced from libraries and from internet sources.

### 3.6 Validity

Correctness of information was checked by the use of relevant instruments such as questionnaire, observation, interview, and documents and records. The questionnaire was piloted and reviewed and recommendations were made on formulated instruments that had the ability to obtain the expected relevant data. Headteachers, teachers and students were interviewed personally to obtain data on teaching and learning, and factors affecting students' performance in some Ghana-Togo border town schools.

### 3.7 Reliability

The questionnaire was pre-tested in two Junior High Schools located along the Ghana-Togo border to ensure reliability of the data instruments. This was done with 50 copies of a sample questionnaire that helped to check for consistency and dependability of the research instrument and its capability to attract data that will give precise answers to the research questions and objectives of the study. Raw data obtained from the instruments were subjected to a reliability analysis from which the study was carried out to judge teachers' strategies of teaching, factors affecting the performance of students, teaching methodology, attitude toward students, and personal characteristics.

### **3.7 Administration of Instruments**

The questionnaire was administered to the students in the sampled schools through personal contact and with the help of teachers on practice teaching attachment in the schools. In all, the student respondents were given the questionnaire to complete them immediately as each of them had the opportunity to answer the questions once as the questionnaire was distributed to students in each class by their teachers.

### **3.8 Data Collection Procedures**

The researcher obtained an introductory letter from the Head of General Studies Department concerning the need for the researcher to carry out the study in the selected schools. On arrival in each school, permission was sought from the Headteacher by submitting the letter of Introduction that would enable the collection of the needed data in the selected schools. After identifying the respondents, copies of the research questionnaire were given to each of the participants to elicit responses that address the study's guiding questions. All the questions were open-ended and participants were encouraged to write to express their feelings and insights. Following the completion of the questionnaire, a scheduled time to interview each participant was arranged. The interview was used as a follow-up tool to collect additional data to complement data collected with the questionnaire in order to clarify issues raised. Collecting data from multiple sources increased the credibility of the results and afforded the opportunity to understand how the participants interpreted their phenomenological experiences.

### **3.10 Data Analysis Plan**

Both qualitative and quantitative data were analysed to provide findings which were, on the one hand, statistically reliable and on the other hand, allowed a depth of

interpretation. Descriptive analysis of the qualitative data was reported in the form of tables and graphs showing simple frequencies, percentages and mathematical computations of enrolment figures and other indicators that emerged from the data. These data were processed using the SPSS software. Results of pre-test conducted at the initial stages of the study were also analysed to inform the main data collection from the participants. Being aware of the large amount of data qualitative studies can generate, strategies were applied for data reduction by focusing on the research aspects which were relevant to the research questions before, during and after the data collection.



## CHAPTER FOUR

### PRESENTATION AND DISCUSSION OF FINDINGS

#### 4.0 Overview

This chapter provides the findings of this study. To present a clear description about the contexts in which teaching and learning are done, this chapter starts by describing the teaching strategies used by the teachers in the four schools. The findings are organised and presented in the form of descriptive statistics such as charts, graphs and tables to enable examination and description of the pattern of the responses.

#### 4.1 Characteristics of the sampled schools

The study took place in four public schools located in the Ho and Hohoe Municipalities. Atikpui MA JHS, Nyive MA JHS and Shia R.C. JHS are located in the Ho Municipality about 15 km, 16 km and 12 km respectively away from Ho. Wli Central JHS is 13 km away from Hohoe which is further away from Ho. All the four sampled schools are located close to Ghana's border with Togo. The towns where the study took place are shown in Figure 4.1.

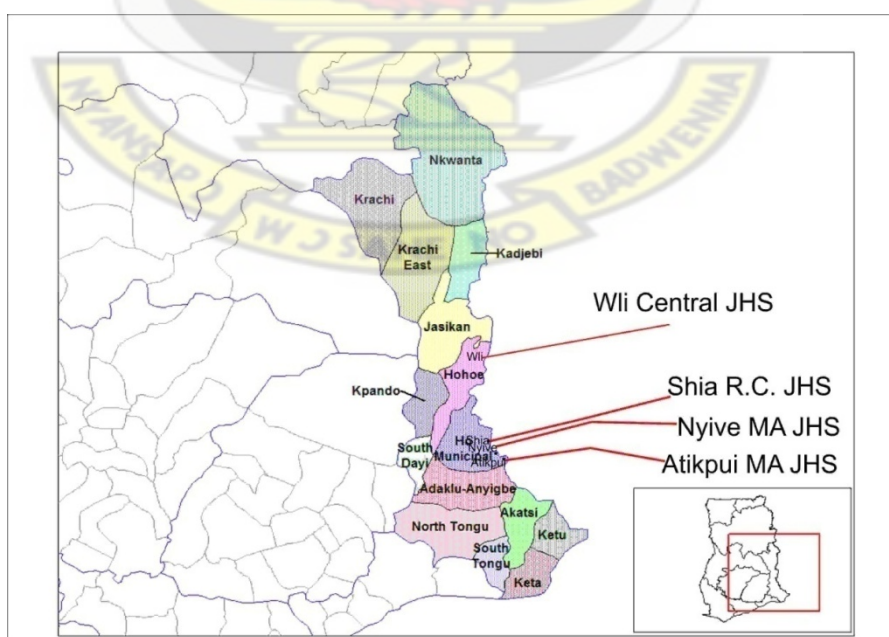


Figure 4.1: Map of Ghana showing location of Sampled Schools

### Atikpui MA JHS

Atikpui MA JHS was established as a Middle School in 1974 and with the 1987 educational reforms, it was renamed Atikpui Local Authority (L/A) Junior Secondary School. It offers the regular general academic programme combined with technical and vocational training. Under the 2007 education reforms, the school was renamed Atikpui Municipal Assembly (MA) Junior High School. The school has a student population of 89 (54 males and 35 females), it has two blocks with three classrooms each, two staff common rooms and two offices. There are six teachers: two females and four males and one headteacher.

### Shia R.C. JHS

Shia R.C. JHS was established in 1952 with 83 students (72 males and 11 females). It is reputed to be the first school established along the Ghana-Togo border therefore it has a history with Togolese students. Presently, the school has one block with three classrooms and a staff common room. It has a student population of 108: 66 males and 42 female, nine teachers and one headteacher.

### Nyive MA JHS

The school was established in 1993 with 54 students by the people of the town. The school used to be called Nyive Community JSS. In 1996, the school was absorbed into the government school system and became known as Nyive Local Authority (L/A) JSS but presently, it is called Nyive Municipal Assembly (MA) JHS. This school is about 300 metres away from the border and 12 kilometres from Ho. The school has one block with three classrooms and one office. There are 122: 81 males and 41 female students, eight teachers and a headteacher.

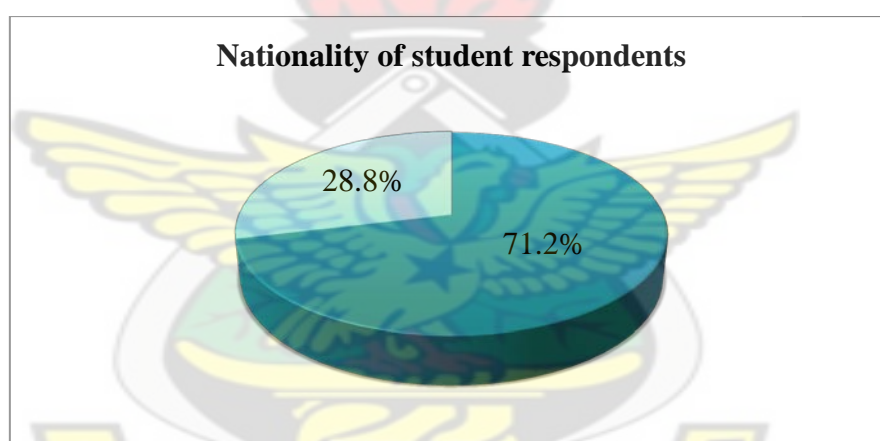
## Wli Central JHS

Wli Central JHS was established in 1996 as Wli JSS. In 2007, the school's name was changed to Wli Central JHS. Currently, the school has 46 (21 males and 25 females) students, eight teachers (seven males and one female) and a headteacher.

### 4.2 Data from questionnaire

#### Nationality of student respondents

The study revealed that out of the 365 students surveyed, 260 (representing 71.2%) were Ghanaians whereas 105 (representing 28.8%) were Togolese. Being Ghanaian schools, the data show the presence of more Ghanaian students in the four schools who outnumbered their Togolese colleagues as shown in Figure 4.2.



**Figure 4.2: Nationality of student respondents**

#### Gender distribution of student respondents

The data revealed that 222 (representing 61.0%) of the 365 respondents surveyed were males while females formed 39.0% of the sample. Table 4.1 shows that the males outnumber the female students in Atikpui MA JHS, Shia R.C. JHS and Nyive MA JHS. Table 4.1 also shows that Nyive MA JHS provided the highest number of student respondents while Wli Central had the lowest number of these respondents. It is realised from the data that apart from Wli Central JHS which had more (17.5%)

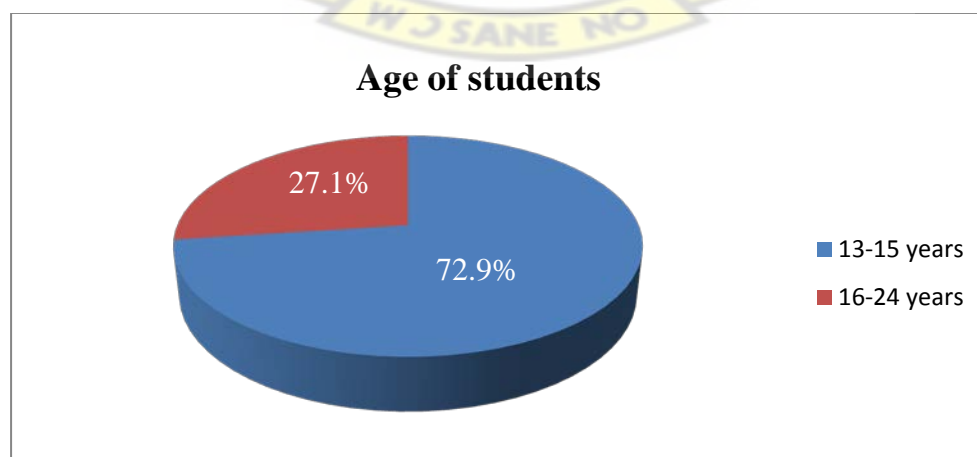
females than males (9.5%), Atikpui MA JHS and Shia R.C. JHS had almost the same population of male and female students.

**Table 4.1: Gender distribution of student respondents**

School	Frequency			Percentage	
	Male	Female	Total	Male	Female
Atikpui MA JHS	54	35	89	24.3	24.5
Shia R.C. JHS	66	42	108	29.7	29.4
Nyive MA JHS	81	41	122	36.5	28.6
Wli Central JHS	21	25	46	9.5	17.5
<b>Total</b>	<b>222</b>	<b>143</b>	<b>365</b>	<b>100</b>	<b>100</b>

#### Age of students

Data gathered showed that the students were between 13 and 24 years old. Of this number, 63.2% were males and females formed 36.8%. Figure 4.3 shows that the students in the 13-15 years age group were within the age range expected of Junior High School students in Ghana. It was also recognised that 59.6% male and 40.4% female students were above this age range. The majority of the students aged 16-24 years were Togolese.



**Figure 4.3: Age of student respondents**

### Class distribution of students

Table 4.2 illustrates that the greater percentage of the student respondents (38.6%) were in Form One followed by Form Two (37.3%) and Form Three (24.1%). This shows that the majority of student respondents were in Form One. The highest number of male respondents were in JHS Two while the females were in Form One.

**Table 4.2: Respondents by class and sex**

Form	Frequency			Percentage	Percentage	
	Male	Female	Total		Male	Female
1	84	57	141	38.6	37.8	39.8
2	95	41	136	37.3	42.8	28.7
3	43	45	88	24.1	19.4	31.5
<b>Total</b>	<b>222</b>	<b>143</b>	<b>365</b>	<b>100</b>	<b>100</b>	<b>100</b>

### Distribution of respondents by school

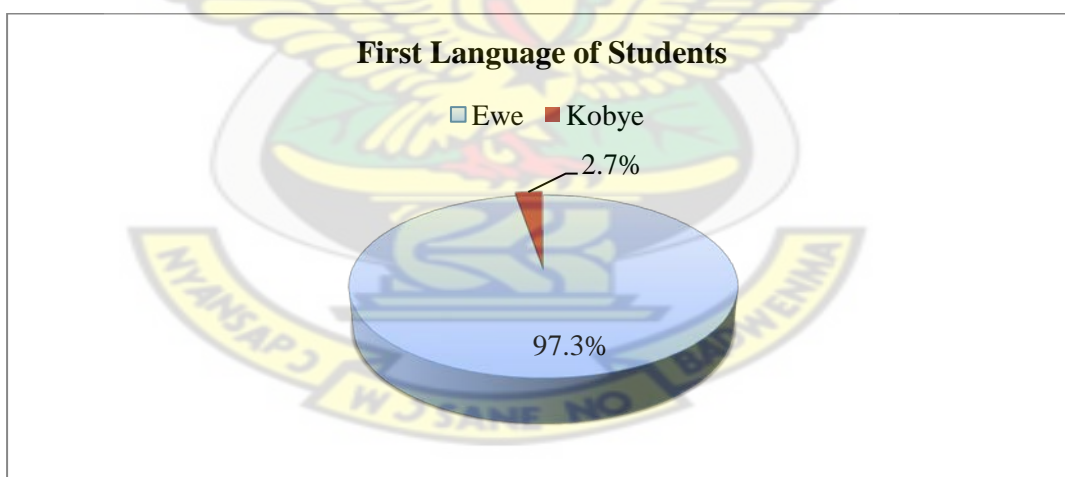
Of the 365 student respondents selected, 122 (representing 33.4%) were in Nyive MA JHS which provided the majority of students who responded to the questionnaire. Table 4.3 also shows that Shia R.C. JHS had the second highest number (29.6%) while the lowest number (12.6%) represented Wli Central JHS.

**Table 4.3: Distribution of respondents by school**

School	No. of Students	Percentage of Total
Atikpui MA JHS	89	24.4
Shia R.C. JHS	108	29.6
Nyive MA JHS	122	33.4
Wli Central JHS	46	12.6
<b>Total</b>	<b>365</b>	<b>100</b>

#### First language of students

Out of the 365 student respondents, 218 males and 139 females (representing 97.3%) spoke Ewe while six males and four females (representing 2.7%) spoke Koby, a Togolese dialect. Figure 4.4 shows that the majority of the students spoke Ewe as their first language.



**Figure 4.4: First language of student respondents**

#### Language of communication

Understanding of language of communication is a basic principle of teaching and learning (Rickford & Wolfram, 2009). Whereas English is the language of instruction in Ghana, French is the language of instruction in Togo. However, the language of

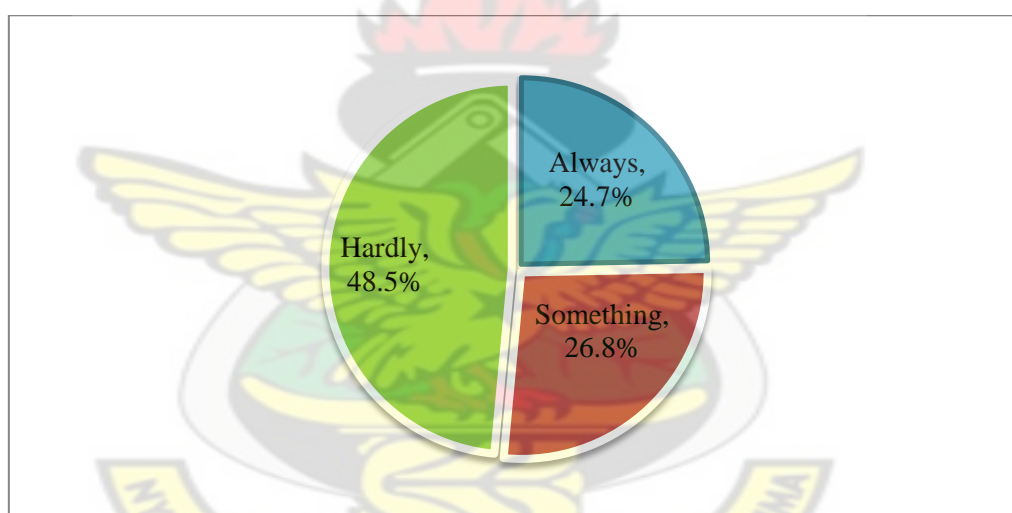
communication by students outside the classroom was noted to be mainly Ewe as 97.3% of the students indicated (see Fig. 4.4). Interestingly, none of the students indicated they communicated in English or French which is spoken outside the classroom. *Ewe* was also found to be the alternative language of communication when students have difficulty understanding what the teachers teach them. On the question of which language the students preferred to use, the respondents indicated *Ewe* as the language they preferred to speak in the classroom. Out of the 365 students sampled, 240 (representing 65.8%) wanted *Ewe* to be used in teaching them while 121 (representing 33.2%) preferred the teachers to use English. Three students (representing 0.80%) indicated French and one (representing 0.20%) indicated *Kobye* as their preferred language for teaching.

With regards to preference for language, the large majority of the students (65.8%) showed interest in *Ewe* as the language they wanted their teachers to use when teaching. The fact that the majority of students preferred *Ewe* to English has potential adverse effects on teaching and learning. This language issue in the classroom suggests that the students wanted to be taught in *Ewe* and not English as the language policy in Ghana indicates. This native language preference was explained as a tool the teachers could use to help the students understand what is taught in class.

#### Availability of teaching and learning materials

As far as teaching and learning materials (TLMs) are concerned, 230 (representing 63.0%) of the students indicated books as the TLMs that their teachers use as illustrations during teaching. Also, 90 students (representing 24.7%) mentioned music while 45 students (representing 12.3%) mentioned maps and charts. This depicts that books were usually used as TLMs. When the students were asked to

indicate how often teaching and learning materials are used in the classroom, 90 (representing 24.7%) of 365 students indicated their teachers always use TLMs while 98 students (representing 26.8%) indicated their teachers use TLMs sometimes, and 177 (representing 48.5%) mentioned that their teachers hardly use TLMs when teaching. This suggests that even though the teachers have some sort of TLMs they could use to support the lessons they teach, not all of them illustrate their lessons when teaching the students. Figure 4.5 shows that even though books were the most significant TLM in terms of 63.0% of the respondents indicating this in the questionnaire, the use of books as TLMs indicates their availability in the schools, but the data also show that it is not all the teachers who use books for that purpose.



**Figure 4.5: Usage of TLMs in sampled schools**

#### Assessment methods

Students need to be assessed in order to discover knowledge gaps between what is learnt and what is known for an intervention (Mzokwana, 2008). From the questionnaire responses, 225 (or 61.6%) out of the 365 respondents indicated that in all the subjects studied in the schools, student learning is always assessed but 100 (or 27.4%) of the students indicated that they are sometimes assessed while 40 (or 11.0%) indicated they are hardly assessed. For an idea of the techniques the sampled teachers

use to assess their students, 90 students (or 24.7%) indicated that they are assessed by class written tests and / or assignments; 67 (or 18.4%) indicated they are assessed through oral tests and 208 (or 56.9%) indicated they are assessed through end-of-term examinations. This shows that the teachers use different methods of assessment to monitor their students' learning.

The fact that the students are assessed suggests that the teachers expect them to keep on learning right from the beginning of the school year each term as preparation for end-of-term examinations. This suggests that tests, assignments and examinations are the means by which learning is assessed and that for a large majority (56.9%) of the students, end-of-term examinations is the means by which their teachers know whether or not the students had learned what was taught in the classroom.

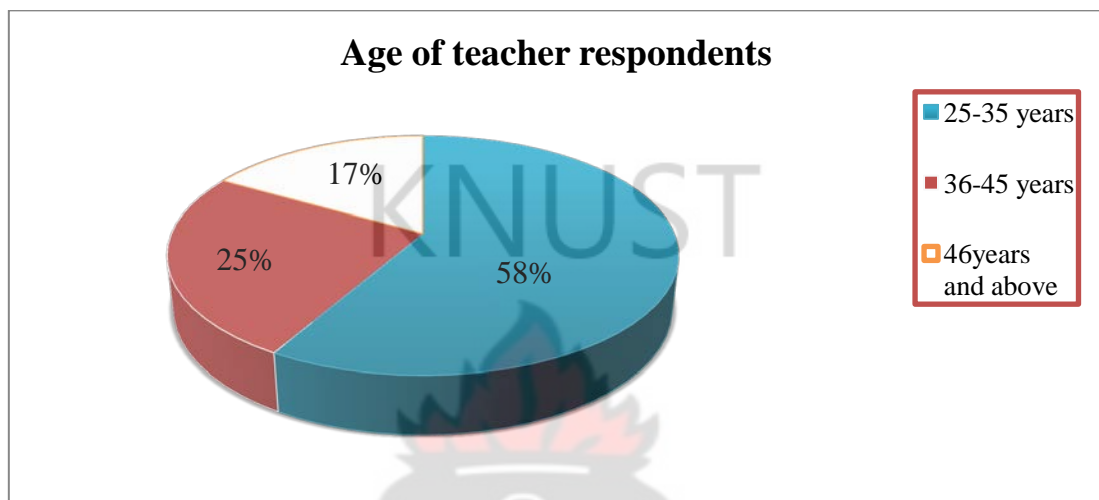
#### **4.3 Teachers' responses to the questionnaire**

##### **Gender of teachers**

The questionnaire responses showed that male teachers outnumbered their female counterparts. There were eight male teachers (representing 66.6%) out of the 12 sampled while four (representing 33.4%) were females. Since the female teachers are not many, it suggests that the female students have very few role models to emulate and issues relating to females cannot be fully addressed by these four female teachers. The female students could opt to approach their teachers but having very few female teachers is likely to create the impression among the female students that only male students have the opportunity to further their education since male students and teachers form the majority of the school population.

### Age of teachers

As shown in Figure 4.6, 58.3% of the 12 teachers surveyed were between the ages of 25 and 35 years. Those who were 36 to 45 years formed 25% of the teacher population whereas those who were 46 years and above formed 16.7% of the total.



**Figure: 4.6 Age of teacher respondents in sampled schools**

Figure 4.6 indicates that there are more relatively younger teachers (aged 25-35 years) in the school than the older ones. This group of teachers may show more youthful enthusiasm on the job and are likely to be more abreast with current teaching methods, and also understand the students' learning styles. On the other hand, these younger teachers may not be able to deal with some issues pertaining to student life the way older teachers would. Since the elderly teachers aged 46 or more years are not many in the four sampled schools, the possibility of the relatively younger teachers being able to teach and resolve academic problems effectively may be a challenge for them because they are not very experienced. These young teachers could also relate well with the students but may find it difficult to motivate them enough to help raise their academic performance.

### Nationality of teachers

The study identified that there were more teachers who are Ghanaians and few Togolese in the four sampled schools. Of the 12 teachers sampled, nine (75.0%) were identified to be Ghanaians while three (25.0%) were Togolese. The three Togolese teachers were in Atikpui MA JHS, Nyive MA JHS and Wli Central JHS. Relating the subjects taught by the Togolese teachers in the Ghanaian educational system where the teaching methodology is theoretical (Bafei, 2011) and the medium of instruction is English, the study identified the Togolese teaching French alongside Integrated Science in Atikpui MA JHS, French and Mathematics in Nyive MA JHS, and French and Ewe in Wli Central JHS. Having teachers educated in a French speaking country teaching in Ghanaian schools could be an advantage to the students who study French in particular but it could also present teaching and learning difficulties if the teachers do not speak much English.

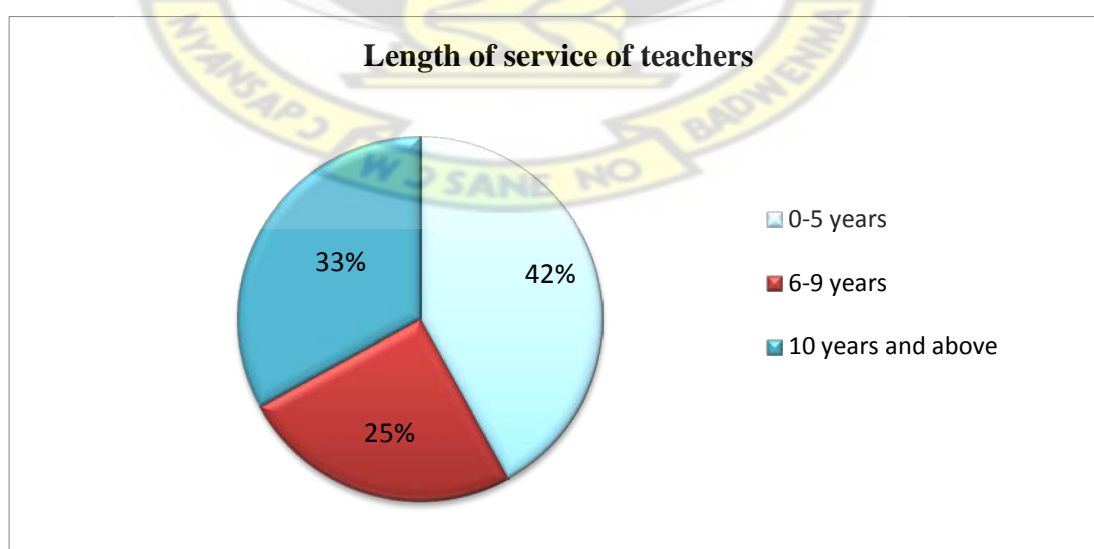
Table 4.4 shows the subjects taught by the Ghanaian teachers identified during the survey. It can be inferred here that a teacher teaches at least two subjects in each school. This could be attributed to insufficient number of teachers posted to these schools. The teachers could be overburdened with two or more subjects.

**Table 4.4 Distribution of Ghanaian teachers by subject taught**

Subject	No. of Respondents by School				Total
	Atikpui MA JHS	Shia R.C. JHS	Nyive MA JHS	Wli Central JHS	
Social Studies & Ewe	1	0	1	0	2
Mathematics	1	0	0	0	1
Social Studies & Mathematics	0	1	0	0	1
Integrated Science	0	1	1	0	2
ICT/BDT	0	1	0	0	1
English	0	0	0	1	1
Mathematics & BDT	0	0	0	1	1
<b>Total</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>9</b>

#### Length of teaching service

The data showed that the teacher respondents had been teaching from one year up to 10 years or more. Those who had done more than six years represented 25.0% while those who had done more than 10 years of teaching represented 33.0% of the 12 teachers. This shows that there are more relatively inexperienced teachers (42.0%) in the sampled schools than the more experienced ones with 10 or years service.

**Figure 4.7: Length of service of teachers**

Having more inexperienced teachers (0-5years teaching) in the schools could negatively affect the students' performance since the large number of younger teachers may not have adequate skills or experience to effectively teach to raise academic standards in the schools.

#### Educational level of teachers

Table 4.7 shows that the teacher respondents hold a range of qualifications. Six of the 12 teachers (representing 50.0%) hold the Ghana Diploma in Basic Education qualification while one (or 8.0 %) has a university first degree. This suggests that teachers in the four sampled schools have the necessary basic qualifications for teaching. These younger teachers could take advantage of the introduction of Distance Education schemes in Ghana to upgrade themselves with university education to enhance their professional status and skills. The Togolese teachers who hold the *Baccalaureat* Deuxieme Partie II also have the opportunity to further their education through Distance Education to enhance their teaching skills to raise educational standards in the sampled schools.

**Table 4.5 Educational background of teachers**

Qualifications	Frequency	Percentage (%)
<i>Baccalaureat</i> Deuxieme Partie II	2	16.7
3 year- Teachers' Certificate 'A'	1	8.3
3 year- Teachers' Diploma	6	50.0
Higher National Diploma	2	16.7
1 <sup>st</sup> Degree	1	8.3
<b>Total</b>	<b>12</b>	<b>100</b>

When the teachers were asked to indicate the language they often used in the classroom to ensure their students understand what they teach, seven (58.0%) of the 12 teachers indicated *Ewe* while five (42.0%) indicated English. The explanation the teachers gave for using *Ewe* was that most of the students do not understand instruction easily when English is used. On whether the students understand teaching when English is used, only one teacher (8.3%) of the 12 reported that the students always understand teaching instructions given in English; three (or 25.0%) indicated the students sometimes understand teaching in English but eight of the 12 teachers (or 66.7%) said that students hardly understand teaching instructions given in English. This implies that the majority (66.7%) of the 12 teachers knew their students do not understand teaching instruction whenever English is used as a medium of instruction.

As Rickford and Wolfram (2009) indicate, limited understanding of teacher language in the classroom can negatively affect students' performance. This is not likely to affect the students who are taught in English because the BECE which they would write in the third year have the questions in all subjects set in English and the required answers must also be written in English. This means that both Ghanaian and Togolese students have challenges with learning as they must translate information heard in English into *Ewe* or vice versa to enable them grasp the meaning of what they are taught. Where this is read as in the examinations could present additional difficulties for the students who have not learned enough English.

#### **4.4 Data gathered through observation**

##### **4.4.2 Observation of students' behaviour**

Students' behaviours observed focused particularly on time management, their behaviour inside and outside the classroom, on the school compound, as well as their

physical appearance. Data gathered from this direct observation of students in the four schools are described in the following sections.

#### Atikpui MA JHS

In Atikpui MA JHS, the students were seen not to be time conscious because when the school bell rang for parade, they walked slowly to the assembly grounds and after break they also walked slowly to their classrooms. In the classroom, some students were seen not paying attention to what the teachers were teaching, especially during French and *Ewe* lessons. During break times, the girls spent a lot of time in the toilets chatting while many of the boys spent their time playing football or searching for fruits in the bushes around the school. After the break periods, it was realised that sometimes, students who went outside the school did not return while some of those who had to fetch water for the teachers went home afterwards.

In the classroom, some of the students were observed throwing dusters around when a teacher was not there. Sometimes the boys who were good in solving mathematics problems helped the girls. During Social Studies lessons, the students were observed to be happy as the Social Studies teacher sang songs and told stories during lessons. In French lessons, the classroom was noisy. The teacher normally said "keep quiet" several times to ask the students to stop the noise and pay attention. Sometimes, the students laughed at the teacher because he could not speak *Ewe* very well. It was also noticed that the students jokingly imitated the teacher any time he spoke *Ewe* to them and used the wrong words. For example, the teacher mistakenly said *me fo wo* (I beat you) instead of *ma fo wo* (I will beat you). It was noticed that the students paid little attention during lessons. This could prevent them from learning what was taught to them in French and ultimately, they may not do well in the BECE.

### Shia R.C. JHS

In Shia R.C. JHS, the students were time conscious. The students came to school as early as 7.30 in the morning. In the morning, the girls swept the school compound while the boys collected the garbage. During break periods, the girls played football with the boys. Students who lived in the nearby Togolese villages ran home for lunch even before the bell rang for break over. Time management was found in Shia R.C. JHS to be higher than Atikpui MA JHS and Wli Central JHS. In the classroom, the girls sat in the front seats while the boys sat at the back. During English lessons, the girls were usually called to read. It was realised that the standard of reading among the boys was generally poor probably because they were not often called to read in class.

### Nyive MA JHS

In Nyive MA JHS, the mature male students were seen riding on motor bikes to school. The school is scarcely organised on Fridays as the students usually go to work on the teachers' farm up to about 10 o'clock, for which reason some of the students did not go back to school. Friday is also a market day in Togo therefore some of the students also avoid classes to go to market to sell foodstuffs for their parents. The headteacher confirmed the male students' performance as being worse than the females because the male students carry cocoa at night across the border to sell. This makes some of them sleep during teaching periods.

### Wli Central JHS

In Wli Central JHS, the students were observed to enjoy farming rather than learning in the classroom. This attitude was recorded on four occasions when the teachers asked them to bring cutlasses and hoes to school for weeding. It was noticed that

during weeding periods almost all the students were around but after the weeding some of them disappeared. During break times, the girls stayed on the school compound playing *Ampe* (a traditional hop and clap game) while the boys played football. A teacher reported that during break periods some of the boys sometimes accompany tourists to the Wli waterfall which is close by. It was also noticed that parents of some students queried teachers openly if their children were punished. The teachers confirmed the students showed negative attitudes to their studies and were also not disciplined in school. This implies that the students do not respect the authority of the school management and were not concerned about using school time effectively.

It is difficult for teachers in this school to maintain discipline which can be aggravated if the teachers decide to whip the students in the hope that they would change. If offending students were to be penalised everyday it means the responsible teachers must repeat the punishment on those students for the duration of the school term, which is difficult for all teachers. The time lost during break periods and the tendency for students to run away from school before closing time impacts negatively on the students' performance in school because teaching time that is lost cannot be replaced, resulting in less teaching by the teachers. This means the students cannot perform at a level that would allow them to pass the BECE and gain admission into Senior High School.

#### **4.5 Comparison of Academic Performance of students in the Schools**

Performance of students in the sampled schools between 2008 and 2012 was compared to see the differences and similarities in their BECE results. This was based on the WAEC grading system of Aggregate 6 - 12 as excellent performance, 13 – 24

as good, 25-36 as average and 37 and above as weak. The grading system of WAEC is based on two examination papers and Continuous Assessment, both of which assess understanding and application of knowledge acquired in school. Table 4.6 shows the structure of the assessment which is based on end-of-term examinations, homework or class assignments and a guided project.

**Table 4.6 Distribution of examination paper weight and marks**

Dimensions	Paper 1	Paper 2	Total
Knowledge and understanding	30	20	50
Use of knowledge	10	40	50
<b>Total</b>	<b>40</b>	<b>60</b>	<b>100</b>

*Source: MoE, 2007*

Table 4.7 shows how WAEC grades JHS candidates for the next level of education, which is the Senior High School.

**Table 2.7 WAEC Grade Boundaries for Assessment**

Marks	Grades	Equivalent	Remarks
80 – 100%	A	1	Excellent
70 – 79%	B	2	Very Good
60 – 69%	C	3	Good
45 – 59%	D	4	Credit
35 – 44%	E	5	Pass
< - 34%	F	6-9	Fail

*Source: MoE, 2007*

## Atikpui MA JHS

The results showed in Table 4.8 for Atikpui MA JHS indicate that only two students had excellent passes in 2008 and 2009 and 12 students who failed over the five-year period under discussion.

**Table 4.8 Atikpui MA JHS BECE results (2008-2012)**

Grade	Number of Students	Percentage
	2008	
6-12	1	4.3
13-24	12	52.2
25-36	10	43.5
37+	0	0
<b>Total</b>	<b>23</b>	<b>100</b>
<b>2009</b>		
6-12	1	4.2
13-24	11	45.8
24-36	11	45.8
37+	1	4.2
<b>Total</b>	<b>24</b>	<b>100</b>
<b>2010</b>		
6-12	0	0
13-24	12	48.0
24-36	10	40.0
37+	3	12.0
<b>Total</b>	<b>25</b>	<b>100</b>
<b>2011</b>		
6-12	0	
13-24	6	23
24-36	16	62
37+	4	15
<b>Total</b>	<b>26</b>	<b>100</b>
<b>2012</b>		
6-12	0	
13-24	4	23.5
24-36	9	53
37+	4	23.5
<b>Total</b>	<b>17</b>	<b>100</b>

*Source: Records at Atikpui MA*

For score grades 13-24, there were 12 in 2008, 11 in 2009, 12 in 2010, six in 2011 and four in 2012. Those who gained grades 25-36 were 56 (48.7%) as against 45 (39.2%) for the 13-24 range.

The success rate of Atikpui MA students at the BECE was attributed to the students' motivation to learn, teachers' perseverance, positive school leadership, and help from the community. The results also indicate improvement in performance in terms of the overall percentage of students who passed well between 2008 and 2012. Although the students passed well, the aggregated grades obtained were not very good as just two out of 95 students had excellent grades. The headteacher also lamented that the batch of students who graduated between 1996 and 2006 were also not satisfactory as their results in Appendix A shows.

#### Shia R.C. JHS

Table 4.9 shows that no student had grade one in this school during the five years while 43 failed during the period. Thirty of them scored grade 2 over the period while 65 obtained grades 24-36. The higher pass rates (88.9%) shows improvement over the previous year's grades in spite of the fact that the lowest aggregate score (13-24) was not good enough. This is because fewer students were presented. The headteacher of the School remarked that the 2012 results were the best since he took office. The details of these results are shown in Appendix A.

**Table 4.9 Shia R.C. JHS BECE results (2008-2012)**

Grade	Number of Students	Percentage
	<b>2008</b>	
6-12	0	0
13-24	8	28.6
25-36	16	57.1
37+	4	14.3
<b>Total</b>	<b>28</b>	<b>100</b>
<b>2009</b>		
6-12	0	0
13-24	6	17.1
24-36	16	45.7
36+	13	37.2
<b>Total</b>	<b>35</b>	<b>100</b>
<b>2010</b>		
6-12	0	0
13-24	0	0
24-36	18	75.0
36+	6	25.0
<b>Total</b>	<b>24</b>	<b>100</b>
<b>2011</b>		
6-12	0	0
13-24	9	28.1
24-36	14	43.8
37+	9	28.1
<b>Total</b>	<b>32</b>	<b>100</b>
<b>2012</b>		
6-12	0	0
13-24	7	77.8
24-36	1	11.1
37+	1	11.1
<b>Total</b>	<b>9</b>	<b>100</b>

*Source: Records at Shia R.C. JHS*

Nyive MA JHS

Table 4.10 shows that the best grade obtained in the BECE was in 2008 where 13 students scored grades 13-24 and nine failed. No grades 6-12 were scored in the five

years. It can be seen that the school increased in performance each year but it had not attained 100% pass since 2008.

**Table 4.10 Nyive MA JHS BECE results (2008-2012)**

Grade	Number of Students	Percentage
	2008	
6-12	0	0
13-24	13	39.4
25-36	11	33.3
37+	9	27.3
<b>Total</b>	<b>33</b>	<b>100</b>
<b>2009</b>		
6-12	0	0
13-24	0	0
24-36	18	62.1
37+	11	37.9
<b>Total</b>	<b>29</b>	<b>100</b>
<b>2010</b>		
6-12	0	0
13-24	8	29.6
24-36	14	51.9
37+	5	18.5
<b>Total</b>	<b>27</b>	<b>100</b>
<b>2011</b>		
6-12	0	0
13-24	12	46.2
24-36	8	30.8
37+	6	23
<b>Total</b>	<b>26</b>	<b>100</b>
<b>2012</b>		
6-12	0	0
13-24	15	42.9
24-36	18	51.4
37+	2	5.7
<b>Total</b>	<b>35</b>	<b>100</b>

*Source: Records at Nyive MA JHS*

## Wli Central JHS

Table 4.11 shows the performance of students in Wli Central JHS. The data show that students who failed (83.3%) the BECE outnumber those who passed (16.7%) in this five-year period. Those who passed had weak aggregates (24-36).

**Table 4.11 Wli Central JHS BECE Result, (2008-2012)**

Grade	Number of Students	Percentage
	2008	
6-12	0	0
13-24	1	3.2
25-36	3	9.7
37+	27	87.1
<b>Total</b>	<b>31</b>	<b>100</b>
<b>2009</b>		
6-12	0	0
13-24	1	5.0
24-36	5	25.0
37+	14	70.0
<b>Total</b>	<b>20</b>	<b>100</b>
<b>2010</b>		
6-12	0	0
13-24	0	0
24-36	0	0
37+	17	100
<b>Total</b>	<b>17</b>	<b>100</b>
<b>2011</b>		
6-12	0	0
13-24	0	0
24-36	1	9.1
37+	10	90.9
<b>Total</b>	<b>11</b>	<b>100</b>
<b>2012</b>		
6-12	0	0
13-24	3	60
24-36	0	0
37+	2	40
<b>Total</b>	<b>5</b>	<b>100</b>

Source: Record at Wli Central JHS

It was learned that Wli Central had produced only two students who passed with grades 13-24 over the five years. The poor performance of the students may be attributed to time lost during break periods, negative attitudes of students in running away from school, and indiscipline among the students. The headteacher said fewer students would be promoted to Form Three if they continue to misconduct themselves in the school.

#### **4.6 Discussion of the Main Findings**

##### **4.6.1 Objective 1: Teaching methods and strategies used in the schools**

Teaching methods and strategies identified in the four sampled schools are described in the following sections with reference to the respective schools.

##### **a. Drill method**

The drill method was found in three schools. During Integrated Science classes, students in Atikpui were motivated to learn definitions of scientific terms, chemical symbols, parts of flowers, digestive systems, and farming systems using the drill method. In Shia R.C. JHS, the Social Studies teacher used the method to help his students memorise terms he had listed on the blackboard. In Nyive MA JHS, both the Integrated Science and Social Studies teachers used the drill method of teaching to teach and also applied caning and other punishments to make the students pay attention to their lessons.

##### **b. Question method**

This method was most commonly used by the Integrated Science and Social Studies teachers in all four schools. It was found that questions which merely required recall of memorised material were considered good for the purpose of examinations but they ignored developmental questioning. In Atikpui MA JHS for example, the Integrated

Science teacher asked “how does water (H<sub>2</sub>O) form?” which required the students to recall what was taught previously. In the same way the Social Studies teacher asked “where can we locate Tema?” Again, this question elicited from the students a recall of the location of Tema on the Ghana map and the latitude it is located on.

c. Group projects

This technique was found in Atikpui MA JHS and Wli Central JHS where students were allowed to present assignments in groups especially ones that involved drawing and scientific experimentations. In Atikpui MA JHS and Wli Central JHS, farming projects were given as group assignment for the students to carry out for marks. In this respect, four or three students were put into a group to man a bed of vegetables or a ridge of cowpeas. It was observed that the students were eager to participate in the farming projects rather than class group assignments. Though the group method of teaching encourages students to learn in groups, it also endangered the students’ lives as many of them injured themselves during the farm project. Teachers in Atikpui MA JHS narrated that the students take group farming projects seriously as many of those who cannot make it to Senior High School become farmers after school.

d. Discussion method

In this method, the discussion may be a very brief exchange of facts or opinions, a panel discussion or it may be between these two extremes (Mzokwana, 2008). Only Nyive MA JHS was found to be using this method of teaching. Language barrier between the teachers and students accounted for this. In Nyive MA JHS, the teachers normally engaged the students all the time in class discussion because it was realised that students in the school could express themselves well in the English language. After a test, the teacher demonstrated how to solve some difficult problems but he solved only part of it and left it for the students to complete it. He tried to make each

test a learning opportunity. For example, to revise a multiple-choice question, the students not only had to write down a correct answer but they also had to explain their thoughts and why other choices were wrong.

e. Individualised instruction

The method was effective in Atikpui MA and Shia R.C. JHS. The French teacher in Shia R.C. adopted the technique unknowingly while in Atikpui MA JHS, the English and Ewe teachers used the technique most often. It was realised that the teachers took their time to attend to individual students to help them learn from their textbooks any time they came to class. The technique helped most of the students to read *Ewe* as well as English. It was noticed that in Shia R.C. JHS, only girls were called to read so the teacher attended to the girls individually.

f. Demonstration method

Teachers in Atikpui MA JHS used this technique effectively when the students were on farm projects. It was found that the method was very essential in the teaching of Integrated Science, farming technique, Physical Education, Basic Design and Technology (BDT) and Basketry. In Atikpui MA JHS, application of fertiliser was first demonstrated by the teacher before the students were allowed to apply it. In Shia R.C. JHS, Nyive MA JHS and Wli Central JHS, the BDT teachers used drawings they made on the chalkboard to demonstrate issues while in basketry, the teachers also applied the same technique. Participative demonstration was mostly used in Physical Education which was very effective because the teachers involved themselves in the practical activities they engaged the students in.

g. School garden system

Atikpui MA had a system where students were given beds and ridges with seedlings or flowers to nurse and nurture them to maturity. In the Form Three class, each

student constructed a ridge to plant about 50 seedlings of pepper in rows. The technique used was learning-by-doing. Other crops which were given to each student according to their age and strength were palm, mango, pineapple, cashew, orange, and guava. Assessment of the students' effort was done by the teachers and involved finding out if the students had taken good care of the crops.

#### h. Home work

In Atikpui MA, Shia R.C. JHS and Nyive MA JHS, the students were given homework every day especially in Mathematics, Integrated Science and ICT. In Wli Central JHS, homework was given on Fridays but mostly in Mathematics and BDT. The homework in BDT sometimes had to be done individually or in groups. This method of learning-by-doing was found in all the four schools.

#### i. Writing

Writing facilitates the development of reading and reading facilitates the development of writing (McCarrier, Pinnell & Fountas, 2000). The teachers guided the students to learn how to write as some of them had bad hand-writing which was also unreadable. Writing activities were integrated in all teaching activities observed. The teachers encouraged their students to write what they had talked about. In other words, the writing and reading tasks strongly supported the oral language experiences of the students. The writing activities involved individual words, sentences, and longer phrases or statements. Sometimes, the students were punished to write their names five hundred times. The explanation was that when they write, they engage with words and ideas and explore new meanings so they learn from such exercises.

#### j. Visual aids

Atikpui MA JHS classrooms were decorated with maps showing the location of towns, villages, countries, places of mining, rivers, major seas, railways, lakes, and

mountains, among others that were posted on the walls of all the classrooms. The students found it very easy to learn Social Studies when it came to location of places. Also, drawings of the digestive system of humans and animals; eclipse of the sun and moon, atomic charges, chemical symbols, among others, were displayed in the classrooms.

#### k. Reading aloud

The teachers inculcated reading aloud in the lesson especially during English periods. During French lessons, the Togolese students were allowed to read first before the Ghanaian students. It was observed that reading aloud made some of the students keep the words that were pronounced by their colleague students. Thirty minutes of the teaching time was allowed for **comprehension** and the students were given reading assignments for the following day if the same subject is on the timetable. During the interviews, the students applauded their teachers for the **reading** habits they were inculcating in them. One student shared that she could not read when she came to Form One but as she got to Form Three, she was able to read English and French as well. Her problem was with *Ewe* which she found difficult to read. It was noticed that the two French teachers loved to call on the Ghanaian students to read first. It was observed that teachers laid more emphasis on reading than composition writing.

#### l. Songs

Songs were used in the Social Studies class to help the students to remember location of minerals, rivers, mountains and ports, among others, in Ghana and other parts of the world. This method of teaching was found in Atikpui MA. The songs had to be sung every morning when the Social Studies teacher entered the classroom. The teacher believed that songs can contribute effectively to the development of listening

skills and suggested their use should be associated naturally with other studies and activities.

The teacher had a variety of songs. He stated that songs used in the classroom encourage freedom and creativity. His idea was that music is part of living; it is often used to bring people together and to give expression to cultural identity and so songs should be encouraged in teaching. The study found that the songs helped some of the students to keep some of the places mentioned in the songs in mind. The Social Studies teacher said the students organise knowledge through singing and it helps them to shape their understanding of the topics taught as each individual differs in how they learn. Examples of songs used in the schools are provided as Appendix E.

#### **4.6.2 Objective 2: Effects of the Teaching Methods on the Students**

Strategies and methods of teaching have a great influence on students because they come to school with their unique set of characteristics that may assist or impede academic performance (Gray, Griffin & Nasta, 2005). According to the school attendance registers, students in the sampled schools do not attend school regularly. It was noticed during the observation that almost every day, five or more students absented themselves from school. The school heads reported that some teachers punish students mercilessly while teaching which causes some students to stay at home instead of coming to school. Dropout rate of students was noticed to be high in Wli Central JHS in particular which is close to the Wli waterfall which attracts many tourists. Some students drop out to become tour guides. The headteachers exposed the female students as being the ones who drop out the most. They cited the dropout rates as 65% for females and 35% for males. The headteachers pinpointed that school dropout results from bad teaching and negative behaviours of the teachers towards the

female students in particular. They attributed poor performance of students to the use of teaching methods that require students to memorize whatever they are taught.

The headteachers mentioned the Integrated Science and Social Studies teachers as those who normally cause some students to fail in both internal (end of term) and the external Basic Education Certificate Examinations. This implies that some of the methods of teaching favour some but not all the students because each student has a unique way of learning as Gardner's theory of multiple intelligences and learning styles indicate (Agbenatogbe, 2011).

Individualised instruction had a negative impact on the students as some of them were observed sleeping during lessons while the teachers attended to their peers. This suggests the students found working on their own boring as they sit while the teacher attends to others. The solution could be adoption of group study so that the teachers could supervise the students for effective learning (Child, 2004). As Mzokwana (2008) says, mixed-ability grouping could be adopted so that the students can learn from one another by sharing views and discussing topics of common interest. This could enable fast learning students to help the slow pace learners in each group to promote active student participation in the learning activity, deeper and longer-lasting understanding, and the motivation to learn independently (Child, 2004).

According to the students interviewed, the discussion method of teaching does not encourage them to learn. This confirms Child's (2004) notion that discussion consumes much time, allows an outspoken student to dominate, with some not showing interest in the issues. To be effective, teachers have to take enough time to reflect carefully about the topics, plan the discussion strategy, set their roles throughout the discussion and involve the students (Mzokwana, 2008).

#### 4.6.3 Objective 3: Factors that affect students' performance in the schools

##### a) Language

The study identified that the students spoke *Ewe* at home as the first language of the people in the communities. Many of the teachers were native speakers of *Ewe* and so they found it easy using *Ewe* to explain English concepts that are not understood by the students. Excessive use of the mother tongue (*Ewe*) by the students results in their inability to express themselves well in the English language. Language usage in these schools runs contrary to the language policy in Ghanaian schools which has English as the medium of instruction. Ensuring this policy works requires that the use of English is prioritised by the school management committees of the schools in these border towns for discussion at the school and community levels to make parents and students aware of the need to help the students to learn to speak English so they would understand what is taught them so they can pass the BECE which is conducted in English.

##### b) Students' background

Students' background has been identified as a factor that influences students' performance (Weber, 2000). In the four sampled schools, there were two different sets of students: those who are from Ghana and those from Togo. The study found that the two countries are different in terms of language and educational systems so the Togolese students in particular are more likely to have difficult learning experiences in the schools.

The differences in students' background pose major challenges in the classroom. They may have different learning styles which the teaching strategies adopted by the teachers may not address. Gaps in what the students are able to learn in class could

also make it difficult for them to do well in class and in the BECE which serves as a spring board for further education. What the teachers could do is to make efforts to consider students' background and prior experiences when preparing to teach them so that familiar examples and contexts could be included in their lessons just as the constructivist learning theory advises (Papalia, Olds, & Feldman, 2007).

c) Work experience

The study found that the majority of the teachers in the sampled schools were trained in Ghana and had classroom teaching experiences ranging between one and five years. They are likely to find it very difficult to teach the Ghanaian and Togolese students at the same time so they would understand the lessons very well. This could be the reason for implementing the drill method of teaching which allows the students to memorise whatever is taught. This exposes students in the sampled schools to the habit of memorising textbook material that they do not fully understand.

d) School environment

The study identified a cultural mismatch between the Togolese teachers and Togolese students in the schools. The aspect of cultural diversity that stood out was the language differences among students and teachers. The fact that some teachers and students speak a different language from their Ghanaian colleagues is likely to affect communication and understanding of issues both inside and outside the classroom, as well as interactions on the playground, among others. Language barriers could result in relationship conflicts between the students in particular if their interactions are not mediated by those they speak the same language with. Language barriers can adversely affect the students' participation in learning in activities and their overall performance in class.

- Attendance at school

Students are expected to attend school regularly hence the GES mandates all schools to record attendance of each student by marking their presence or absence everyday in the attendance registers provided for that purpose. However, the rate of school attendance among the students was found to be low. Attendance was found to reduce sharply between June and August when rainfall causes rivers in the area to overflow their banks. When this happens, flooding prevents students who live in Gborkorfe, Akumase, Akayikorfe, Avexo, Elovi, and Torxome from attending school. This means only students who live are in the communities in which the schools are sited can attend school during the rainy season. Non-attendance to school negatively affects many students' performance.

- Attitude of teachers towards students

The study found that some of the teachers showed negative attitudes towards their students. The teachers mentioned that the students were not disciplined and had poor learning abilities. This perception of the teachers may prevent them from helping students who find it difficult to learn what is taught at school, which also could negatively affect such students' performance.

e) Classroom management

The study discovered that teachers in the four schools do well to organise time, space, and the students in a way that effective instruction can take place every day. However, it was realised that the teachers did not find it easy dealing with difficult students and unruly classes. The behaviour of difficult students caused the teachers to sometimes feel that their efforts were yielding no results. One strategy that could help the teachers deal with the challenge is for them to rearrange the classes in a semi-circle during reading lessons so that they would see all the students and be able to call on

every student to participate in the reading activities for effective learning to occur. It was also realised that the 30 minutes time allowed for reading in French is not sufficient for all the students to grasp the meaning of the reading exercise. Class prefects should be selected for each class so they would represent the teachers when they are absent. At least, they can organise the classes to revise what had been taught previously.

f) Relationship between teachers and students

The study revealed relationship problems between teachers and students affect the performance of students in these schools. Male teachers dominate teaching in the four schools. It was reported that these teachers befriend the female students and as girlfriends, the female students do not pay attention in class when teaching is going on which results in poor academic performance. This situation can be resolved if more female teachers are posted to the schools to balance the male teachers in the schools. So they would become role models for the girls to emulate and aspire to do well in school.

g) School infrastructure

It was observed that the Nyive MA JHS, Shia R.C. JHS and Wli Central JHS have classrooms that were in a poor conditions: the walls and floors had cracks in them, some windows were broken, and the classrooms had no ceiling, which made it difficult for teachers and students to hear each other well on rainy days as heavy rain drops create noise on the tin roofing sheets. During harmattan, the classrooms were very cold and made it difficult for the students to concentrate on their studies. Some of them also caught catch the flu and common cold very easily which resulted in the increase of absenteeism among the students. Nyive MA JHS and Wli Central JHS had no headteachers' offices so the headteachers shared a room with the teachers. The

headteachers found it problematic to discuss private matters with the teachers, students, parents and visitors who needed their attention. The state of the school buildings in these villages suggests lack of monitoring by circuit supervisors of the district education offices of GES in the Ho and Hohoe municipalities whose duty is to verify the state of facilities in the schools and ensure that resources allocated to the schools are utilised effectively for teaching and learning. If any supervision is taking place, then those supervisors are not reporting what is happening in the schools to their superiors so the problems may be resolved.

It was observed that in Nyive MA JHS, Shia R.C. JHS and Wli Central JHS that the corners of the classrooms were used as laboratories for science experiments while some of the teachers also marked students' exercises there. The schools had no laboratory instruments and a few students were found using the available materials to perform experiments. Inadequacy or lack of appropriate science materials and equipment make science teaching difficult which impact negatively on the performance of the students.

#### h) Teaching learning and materials

Unavailability of teaching and learning materials (TLMs) impact negatively on teaching and learning of subjects (Krakani, 2012); this can result in poor performance of the students. The four sampled schools lacked TLMs which contribute to the low success rates of some students (Adekeye, 2008). The Ghana-Togo border communities are largely characterized by parents who are unemployed therefore asking them to find a supplementary material for their children is difficult. Non-availability of libraries in the schools also challenges effective teaching and learning. Adequacy of teaching and learning materials and their usage by students and teachers are associated with better learning results.

i) Student discipline

During the study investigation, teachers classified some students as not disciplined because they do not adhere to time allocated for break periods. Some students were observed to leave school after break and not come back for lessons. This problem was peculiar to Nyive MA JHS and Wli Central JHS. Disobedience to teachers, and school rules and regulations was most common in Wli Central JHS, while unauthorized exit from school occurred mostly in Nyive MA JHS. Indiscipline was found to be a factor in poor academic performance at BECE.

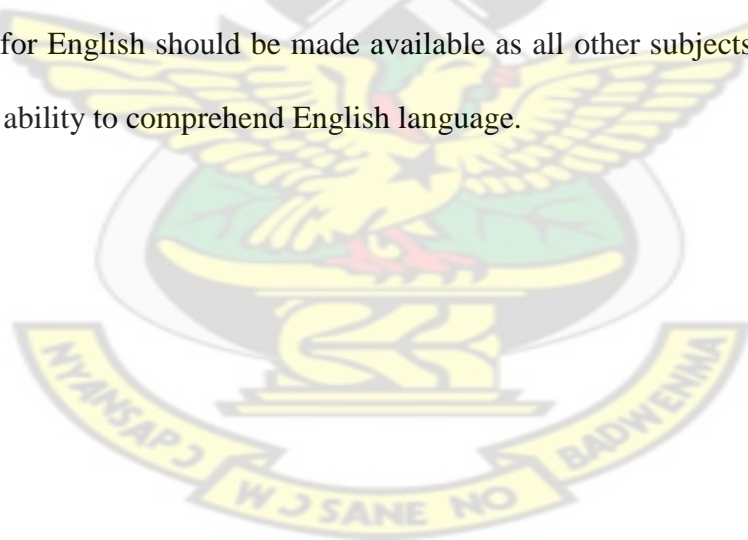
#### **4.7 Strategies for the improvement of students' performance**

##### **4.7.1 Suggestions given by students**

When the students were asked to suggest ways in which they could be helped to perform better in school, they suggested that English speaking during school hours should be made compulsory except for the *Ewe* period on the timetable. They said the teachers should make the speaking of English compulsory and punishment should be applied to violators who would speak vernacular. They suggested the provision of a variety of English reading books, Junior Graphic newspapers every Wednesday, and to be given English assignments everyday for which immediate feedback should be received from their teachers. The students also suggested that they must be allowed to participate in English debates. They called for the use of teaching and learning materials for students to have a better understanding of what they are taught and that school libraries and ICT centres should be established to promote interest in the students reading and research skills.

#### 4.7.2 Suggestions given by teachers

When the teachers were asked to suggest strategies for improving the students' performance in the border town schools, they came up with various suggestions. They said speaking of English language should be made compulsory for all teachers of all who subjects except for *Ewe*. Because English is the official medium of instruction, the teachers called for English speaking to be enforced during school hours to compel the students to comply. They agreed the students should be provided with a lot of reading materials in English and the Ministry of Education (MOE) should also establish school libraries for them. Another suggestion was that the culture of reading should be incorporated into the school programme and parents should be encouraged to inculcate the reading culture in their children. They also suggested that teaching facilities for English should be made available as all other subjects taught depend on students' ability to comprehend English language.



## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Overview

This chapter provides the summary, recommendations and the conclusions of the study based on the major findings. Particularly, appropriate recommendations have been made to address the issues of teaching and learning in border towns. The recommendations made are based on the specified objectives of the study.

#### 5.1 Summary

The study sought to respond to the following research questions: (1) What are the teaching methods and strategies adopted by the teachers in the schools located on the Ghana – Togo border? (2) How do the teaching methods adopted by the teachers affect students' learning and their performance in the sampled schools? (3) What factors affect students' performance in the schools on the Ghana – Togo border?

The main findings of the study are:

1. The teaching methods and strategies that teachers used for teaching in the sampled schools were drill, questioning, group project, discussion, individualised instruction, demonstration, gardening, assigning of home work, handwriting practice, reading aloud, and singing of songs.
2. Some of the teaching methods and strategies the teachers used were appropriate to some extent but others were inappropriate for the lessons they taught the students. An example is individualised instruction which caused boredom and sleeping while the teachers provided individual attention to other students as part of the planned lessons. Participative demonstration that was

mostly used for lessons on school farms and Physical Education seemed to be effective as the teachers involved themselves in the practical lessons.

3. Language differences, diversity in the students' background, classroom management, poor relationship between teachers and students, poor school infrastructure, lack of teaching and learning materials, and student indiscipline are factors that affect the performance of students in the sampled schools.

## 5.2 Conclusions

It is evident from the study that teachers' choice of teaching methods and strategies in teaching the students in the sampled schools favoured few of the students. The methods and strategies used by the sampled teachers were observed to have varying effects on the students.

The students' performance in the 2008 to 2012 Basic Education Certificate Examination (BECE) that was made available to the researcher showed poor results. Students who had excellent grades (grade A and B) in Atikpui MA JHS were only two (1.7% of the total number presented) while in Shia R.C. JHS, no student had excellent grades. Although Shia R.C. JHS had few students in Form 3, only seven (77.8%) of them had grades ranging from 13 – 24. In Nyive MA JHS, no grades 6 - 12 were recorded in the five year period while Wli Central JHS had only two students getting grades 13 - 24 over that same period. The results (see Appendix A) showed that 83.3% of the students failed in the BECE as against 16.7% who passed in the five-year period. The study also revealed a school dropout rate of 65.0% for female students as against 35.0% for males which was the result of poor teaching that was based on wrong selection of teaching methods and classroom strategies that required

rote learning and memorization. Students who could not cope with this failed to attend school and eventually dropped out.

The study identified many factors that cause poor performance among students in the four sampled schools, these include native language and medium of instruction in school, students' background, teacher inexperience, school environment, classroom management strategies, relationship between teachers and students, school infrastructure, teaching and learning materials, student discipline, and lack of role models for female students to emulate. The cultural mismatch among teachers and students and the fact that they speak different languages suggest ineffective communication inside and outside the classroom which affects teaching and learning effectiveness.

The students' command over English language was found to be poor as many of them preferred being taught in *Ewe*, the mother tongue of the large majority of teachers and students are not in English, which is the medium of instruction in Ghana. Unfortunately for these students, textbooks and examinations questions are set in English which the students are not proficient in hence they cannot do well in school and the BECE. The use of English in school, which very few students understand, as against *Ewe*, the native language, has created a barrier to achievement of educational goals in the schools. Lack of school libraries and ICT centres in the sampled schools also mean that the students have no alternative means to research the various topics they are taught in the respective subjects that make up the Junior High School curriculum so they could learn on their own to top up information they receive from their teachers and thereby improve their standard of education.

Good performance in class is what can help the students to perform well in the BECE, which also depends largely on the students being able to read and understand written text and instructions that go with class assignments and examinations. Further research needs to be conducted on these issues in order to understand the underlying problems that students and teachers in border town schools encounter and the appropriate interventions that could improve their situation. Improving performance of students in schools found along the Ghana-Togo border will promote Ghanaian education and promote cordial relations among the people in both countries.

### **5.3 Recommendations**

The following recommendations are put forward for consideration as a means of resolving problems that were identified during the research:

1. The use of ineffective teaching methods by teachers in the sampled schools can be linked to low academic performance of students in school as well as the BECE. It is important that the Ghana Education Service takes immediate steps to provide in-service training to upgrade the knowledge and skills of the teachers so they can implement effective teaching strategies to enhance learning effectiveness and make it possible for their students to do well.
2. If the teachers are not specialists in the subjects they are teaching, GES should post qualified teachers to the schools to help raise the standard of schooling for the students and also encourage the teachers to enrol on distance learning courses to upgrade their professional expertise.
3. Guidance and counselling services should be provided to promote discipline, active school attendance and interest in learning among the students. Encouraging them to love learning will help them to put in more effort to do

well. Parents and guardians of the students should also be encouraged to help the headteachers to instil discipline in the schools and support them to raise the standard of education in the district.

4. The GES should collaborate with development partners and non-governmental organisations engaged in quality education programmes to mount educational campaigns to create awareness on the importance of education and how the identified factors affect the students' performance in these border town schools negatively. Such programmes should also highlight how academic performance could be positively affected with the support of parents, guardians, caretakers and the community leaders if each of these stakeholders understand their roles as change agents in the educational process.



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## APPENDIXES

### Appendix A

#### BECE Results

Atikpui MA JHS, 2008

Subject	Number of Students	Students who Passed	Students who Failed	Percentage who Passed
English	23	23	0	100
Mathematics	23	23	0	100
Integrated Science	23	23	0	100
Social Studies	23	23	0	100
Ghanaian Language (Ewe)	23	23	0	100
French	23	21	2	91
RME	23	22	1	96
BDT	23	23	0	100
Agriculture	23	23	0	100

School's Pass Rate: 100%

Atikpui MA JHS, 2009

Subject	Number of Students	Students who Passed	Students who Failed	Percentage who Passed
English	25	25	0	100
Mathematics	25	24	1	96
Integrated Science	25	25	0	100
Social Studies	25	23	2	92
Ghanaian Language (Ewe)	25	24	1	96
French	25	23	2	92
RME	25	24	1	96
BDT	25	24	1	96
Agriculture	25	24	1	96

School's Pass Rate: 98

Atikpui MA JHS, 2010

Subject	Number of Students	Students who Passed	Students who Failed	Percentage who Passed
English	26	25	1	96
Mathematics	26	25	1	96
Integrated Science	26	24	2	92
Social Studies	26	26	0	100
Ghanaian Language (Ewe)	26	26	0	100
French	26	24	2	92
RME	26	26	0	100
BDT	26	25	1	96
I.C.T	-	-	-	

School's Pass Rate: 96.2

Atikpui MA JHS , 2011

Subject	Number of Students	Students who Passed	Students who Failed	Percentage who Passed
English	30	27	3	90
Mathematics	30	26	4	86
Integrated Science	30	25	5	83
Social Studies	30	29	1	96
Ghanaian Language (Ewe)	30	29	1	96
French	30	25	5	83
RME	30	24	6	80
BDT	30	26	4	86
I.C.T	-	-	-	-

School's Pass Rate: 86.7%

Atikpui MA JHS, 2011

Subject	Number of Students	Students who Passed	Students who Failed	Percentage who Passed
English	21	17	4	80
Mathematics	21	17	4	80
Integrated Science	21	17	4	80
Social Studies	21	21	0	100
Ghanaian Language (Ewe)	21	18	3	85
French	21	16	5	76
RME	21	17	4	80
BDT	21	17	4	80
I.C.T	-	-	-	-

School's Pass Rate 81.0%

Shia R.C. JHS, 2008

Subject	Number of Students	Students who Passed	Students who Failed	Percentage who Passed
English	28	24	4	85
Mathematics	28	24	4	85
Integrated Science	28	24	4	85
Social Studies	28	26	2	92
Ghanaian Language (Ewe)	28	27	3	89
French	28	23	5	82
RME	28	25	3	89
BDT	28	24	4	85
Agriculture	28	24	4	85

School's pass Rate 86.0%

Shia R.C. JHS, 2009

Subject	Number of Students	Students who Passed	Students who Failed	Percentage who Passed
English	35	22	13	62
Mathematics	35	22	13	62
Integrated Science	35	22	13	62
Social Studies	35	25	10	71
Ghanaian Language (Ewe)	35	34	1	97
French	35	23	12	65
RME	35	26	9	82
BDT	35	22	13	62
Agriculture	35	20	15	57

School pass rate 63.0%

Shia R.C. JHS, 2010

Subject	Number of Students	Students who Passed	Students who Failed	Percentage who Passed
English	24	18	6	75
Mathematics	24	18	6	75
Integrated Science	24	19	5	79
Social Studies	24	20	4	83
Ghanaian Language (Ewe)	24	23	1	95
French	24	18	6	75
RME	24	18	6	75
BDT	24	18	6	75
I.C.T	-	-	-	-

School's pass rate 75.0%

Shia R.C. JHS, 2011

Subject	Number of Students	Students who Passed	Students who Failed	Percentage who Passed
English	32	23	9	71
Mathematics	32	24	8	75
Integrated Science	32	23	9	71
Social Studies	32	25	7	78
Ghanaian Language (Ewe)	32	30	2	93
French	32	22	10	68
RME	32	28	4	87
BDT	32	23	9	71
I.C.T	0	0	0	0

School's pass rate 72.0%

Shia R.C. JHS, 2012

Subject	Number of Students	Students who Passed	Students who Failed	Percentage who Passed
English	9	8	1	88
Mathematics	9	8	1	88
Integrated Science	9	8	1	88
Social Studies	9	9	0	100
Ghanaian Language (Ewe)	9	9	0	100
French	9	8	1	88
RME	9	9	0	100
BDT	9	8	1	88
I.C.T	9	7	2	77

School pass rate 88.9%

Nyive MA JHS, 2008

Subject	Number of Students	Students who Passed	Students who Failed	Percentage who Passed
English	33	25	8	75
Mathematics	33	24	9	72
Integrated Science	33	24	9	72
Social Studies	33	27	6	81
Ghanaian Language (Ewe)	33	31	2	93
French	33	24	9	72
RME	33	30	3	90
BDT	33	24	9	72
Agriculture	33	23	10	69

School pass rate 73.0%

Nyive MA JHS, 2009

Subject	Number of Students	Students who Passed	Students who Failed	Percentage who Passed
English	29	18	11	62
Mathematics	29	18	11	62
Integrated Science	29	19	10	58
Social Studies	29	23	6	79
Ghanaian Language (Ewe)	29	28	1	96
French	29	20	9	68
RME	29	24	5	82
BDT	29	18	11	62
Agriculture	29	19	10	58

School pass rate 62.0%

Nyive MA JHS, 2010

Subject	Number of Students	Students who Passed	Students who Failed	Percentage who Passed
English	27	22	5	81
Mathematics	27	23	4	88
Integrated Science	27	22	5	81
Social Studies	27	24	4	88
Ghanaian Language (Ewe)	27	26	1	96
French	27	22	5	81
RME	27	24	3	88
BDT	27	24	3	88
I.C.T	-	-	-	-

School pass rate 81.4%

Nyive MA JHS, 2011

Subject	Number of Students	Students who Passed	Students who Failed	Percentage who Passed
English	26	20	6	77
Mathematics	26	20	6	77
Integrated Science	26	21	5	81
Social Studies	26	22	4	85
Ghanaian Language (Ewe)	26	24	2	92
French	26	20	6	77
RME	26	23	3	88
BDT	26	21	5	81
I.C.T	26	19	7	73

School pass rate 77.0%

Nyive MA JHS, 2012

Subject	Number of Students	Students who Passed	Students who Failed	Percentage who Passed
English	35	33	2	94
Mathematics	35	33	2	94
Integrated Science	35	34	1	97
Social Studies	35	35	0	100
Ghanaian Language (Ewe)	35	35	0	100
French	35	33	2	94
RME	35	33	2	94
BDT	35	33	2	94
I.C.T	35	29	6	82

School pass rate 94.3%

Wli Central JHS, 2008

Subject	Number of Students	Students who Passed	Students who Failed	Percentage who Passed
English	31	4	27	12
Mathematics	31	4	27	12
Integrated Science	31	4	27	12
Social Studies	31	6	25	19
Ghanaian Language (Ewe)	31	20	11	64
French	31	4	27	12
RME	31	14	17	45
BDT	31	4	27	12
Agriculture	31	8	23	25

School's pass rate 13.0%

Wli Central JHS, 2009

Subject	Number of Students	Students who Passed	Students who Failed	Percentage who Passed
English	20	6	14	30
Mathematics	20	6	14	30
Integrated Science	20	6	14	30
Social Studies	20	7	13	35
Ghanaian Language (Ewe)	20	16	4	80
French	20	6	14	30
RME	20	8	12	40
BDT	20	9	11	45
Agriculture	20	10	10	0

School's pass rate 30.0%

Wli Central JHS, 2010

Subject	Number of Students	Students who Passed	Students who Failed	Percentage who Passed
English	17	0	17	0
Mathematics	17	1	16	5
Integrated Science	17	0	17	0
Social Studies	17	0	17	0
Ghanaian Language (Ewe)	17	5	12	29
French	17	0	17	0
RME	17	2	15	11
BDT	17	0	17	0
I.C.T	-	-	-	-

Wli Central JHS, 2011

Subject	Number of Students	Students who Passed	Students who Failed	Percentage who Passed
English	11	1	10	9
Mathematics	11	1	10	9
Integrated Science	11	1	10	9
Social Studies	11	8	3	72
Ghanaian Language (Ewe)	11	11	0	100
French	11	1	10	9
RME	11	4	7	36
BDT	11	1	10	9
I.C.T	-	-	-	-

School pass rate 9.1%

Wli Central JHS, 2012

Subject	Number of Students	Students who Passed	Students who Failed	Percentage who Passed
English	5	3	2	60
Mathematics	5	4	1	80
Integrated Science	5	3	2	60
Social Studies	5	3	2	60
Ghanaian Language (Ewe)	5	4	1	80
French	5	2	3	40
RME	5	3	2	60
BDT	5	3	2	60
I.C.T	5	0	0	0

School's pass rate 60.0%

## Appendix B

### QUESTIONNAIRE FOR STUDENTS

The researcher is carrying on a study in connection with the research on the subject: *Teaching and Learning in Border Towns: A Study of some Junior High Schools on the Ghana-Togo Border*. The project is solely an academic usage and your responses would be granted the necessary confidentiality. Thank you.

**Instructions:** Please tick [✓] as appropriate, but provide answers where needed.

### QUESTIONNAIRE FOR STUDENTS BACKGROUND DATA

1. Sex: Male [ ] Female [ ]
2. Age: I am..... years old
3. Which form are you?
  - (a) [ ] form 1
  - (b) [ ] form 2
  - (c) [ ] form 3
4. Which country do you come from?
  - (a) Ghanaian [ ]
  - (b) Togolese [ ]
5. Have you lived in Togo before? Yes [ ] No [ ]
6. Do any of your family live in Togo? Yes [ ] No [ ]
7. Have you attended school in Togo before? Yes [ ] No [ ]
8. If yes, which class did you reach.....?
9. Which language do you speak? Ewe [ ] Kabye [ ] English [ ] French [ ] others [ ]
10. How many students in your class are from Togo?.....
11. Have you started this school from here? Yes [ ] No [ ]

12. If yes, which class did you start from?.....
13. If no, which school?.....
14. Do you know some students from Togo who are school dropouts? Yes [ ] No [ ]
15. How many of them?.....
16. Can you mention some of the problems you face while in school?
- .....
  - .....
  - .....
  - .....
  - .....
  - .....
17. What are some of the problems that hinder your academic performance in school?
- .....
  - .....
  - .....
  - .....
  - .....
  - .....

#### **Language used as teaching instruction**

18. Which language do you use to communicate outside classroom?  
.....
19. Do teachers often teach with the English language in the classroom? Yes [ ]  
No [ ] If no,

20. If yes, how often do they use it? Always ☐ Sometimes ☐ Hardly ☐
21. Which language do you think should be used in teaching in the classroom?  
English ☐ French ☐ Ewe ☐ Koby ☐
22. Why do you select that language?.....
23. How often do you participate in classroom activities? Always ☐ Sometimes ☐ Hardly ☐

### **Teaching and learning Materials**

24. Which kind of teaching and learning materials do teachers use to teach? ☐  
Textbooks ☐ newspapers ☐ magazines ☐ Pictures ☐ maps ☐ charts, graphs, and diagrams ☐ television and computer programmes, ☐ film trips ☐ cassette tapes and music ☐
25. In which subject do the materials you mentioned used for teaching?.....
26. Are textbooks provided to each student in the classroom? Yes ☐ No ☐

### **Assessment method**

27. How often are you assessed? Always ☐ Sometimes ☐ Hardly ☐
28. What do the teachers use to assess you? Class-tests ☐ assignments ☐ orally ☐ end of term exam ☐ other (specify) ☐ .....

## Appendix C

### Interview Guide for Teachers

Kwame Nkrumah University of Science and Technology  
College of Art and Social Sciences

The researcher is carrying on a study in connection with the research on the subject: *Teaching and Learning in Border Towns: A Study of some Junior High Schools on the Ghana-Togo Border*. The project is solely an academic usage and your responses would be granted the necessary confidentiality.

1. Name of interviewee .....
2. Gender.....
3. Total number of years teaching.....
4. Subject(s) teach.....
5. Numbers of classes teach.....
6. Number of children in each class.....
7. Educational level.....
8. What is the number of Ghanaian students in your class?.....
9. What is the number of Togolese students in your class?.....
- vii. What are some of the problems you faced when teaching both students?  
.....
- viii. ....
- ix. ....
- x. ....
- xi. ....
- xii. ....
10. Which teaching methods do you use to teach?

11. ....
12. ....
13. ....
14. ....
15. ....
16. ....
17. Do you use teaching and learning materials?
18. How often do you use them?
19. Do you often involve students in class participation during teaching?
20. In your opinion, is there any improvement in the pass out rate for the last four years?
21. Do you often use teaching aids to explain concepts or ideals?.....
22. What method(s) do you use to assess your students.....?
23. Do the subjects you teach fall under your area of specialisation?
24. What is your view about the academic performance of the students in the school?
25. What do you think are some of the factors that have led to the current state of students' performance in the school?
26. Please can you give any recommendations or suggestions to enhance teaching and learning in border towns?

Thank you

## Appendix D

### Observational guide

1. Time management by students

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2. Behaviour of students inside and outside the classroom, and school compound

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3. Physical appearance of the students

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4. Students' participation in class

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5. Teaching style

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## **Appendix E**

### **Songs**

#### **Minerals in Ghana**

We shall find gold in these places  
Konongo, Obuasi, Prestea, Awaso, Tarkwa, Dunkwa, Bibiani  
Diamond at Akwatia  
Nsuta Manganese at that place  
Kibi Manganese at that place  
Iron Navrongo, Akpafu  
Bauxite at Yenahine.

#### **Rivers in Ghana**

River Pra and Tano  
River Ankobra and Pru  
All these rivers flow to South  
From Mampong Akwapem Hill  
River Densu  
River Afram  
River Volta and Oti  
White Volta and  
Black Volta

#### **Ports of West Africa**

Ports of West Africa  
Port Duala in Cameroon  
Port Harcourt in Nigeria  
Port Novo in Benin  
Lome French Togo land  
Takoradi, Tema in Ghana  
Monrovia in Liberia  
Dakar in Senegal