KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLGY, KUMASI

A SURVEY OF MOTIVATIONAL FACTORS IN THE LEARNING BEHAVIOUR OF STUDENTS IN HO POLYTECHNIC

by

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CANDIDATE'S DECLARATION

I hereby declare that this thesis is the result of my own original research work undertaken under the supervision of the undersigned, that all works consulted have been acknowledged and that no part of the thesis has been presented for another degree in this University or elsewhere.

Candidate's Name Margaret M. Darghe Signature ..... Date 14/06/04

Supervisor's Name Dr. J. Antonio Signature ..... Date 14/06/04

CERTIFICATION

I certify that this thesis has been assessed and all corrections have been made in accordance with the comments made by the examiners.

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Prof. J.P.A. Brew-Hammond
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and stories in a lecturer's explanation, a lively lecturer, outside visits and field trips, and a highly innovative lecturer,

The top ten factors that most discourage students from learning were; performing badly in tests and assignments, dictation of passages from textbooks in class, independent study, informal contacts with lecturers, warning of possible failure in course, being required to listen attentively and take down own notes, dictation of lecturer's detailed notes in class, frequent tests, written assignments for individual students, and humour in class

It is recommended teachers should plan their lessons to integrate essential study skills with the teaching of their subjects. Teachers need to prepare well for each class especially the first day of class. Teachers should vary their methods of teaching and not rely solely on the traditional approach. Students must be encouraged to be active in class.

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DEDICATION

This project work is dedicated to all my tutors and students.

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CHAPTER ONE

INTRODUCTION

1.1 Background

The focus of this paper is a survey of motivational factors that influence students in their effort to learn. The study is set against a back-drop of some radical changes that have occurred in the social and economic environment of students, and consequently influencing their learning environment and learning effectiveness.

The reputation of any institution of higher learning largely depends upon the quality of its products. In recent times, the maintenance of standard and quality in these institutions has become a problem. Even though polytechnics in Ghana were granted tertiary status in 1993, Ho Polytechnic is already experiencing some of the common problems faced by the universities and other tertiary institutions. The population of students has increased drastically. Some of the teachers are faced with the problems of managing very large classes. The composition and profile of the students in these large classes are diverse, posing greater and greater challenges to the teachers handling these classes.

The frustration and pressure on students and teachers, due to the massive changes apparently, are threatening teaching and learning effectiveness, thus the quality of

the polytechnic graduate. The situation makes it imperative for teachers of today to have a greater concern for their students, understand their problems and give them the direction to pursue their studies and encourage them to work hard.

In her contribution to the literature on students' learning, Laurillard (1993, P. 70) stated that it is important to base a teaching strategy on the understanding of students' learning. Marton and Saljo (1984) also stated that one pathway toward a change in attitudes may well lie in helping lecturers to gain a greater understanding and awareness of the lecture situation as experienced by students. Most teachers have recognized that motivation and assessment both play a large part in student learning in higher education.

One of the keys to effective educational experiences lies with motivation. As Curzon (1976, p.161), pointed out, one of the highly important functions that a teacher performs is to motivate and encourage students to learn. This is not an easy task especially in the design of instructional techniques for students of different backgrounds and varying abilities all seated in one large class. But the reflective teacher will be interested in any action taken in the process of curriculum delivery.

1.2 Statement of the Problem

Motivation is regarded a keystone in learning. However, several research reports indicate that the greatest single source of failure in the classroom is the teacher's inability to deal effectively with the motivational and personal aspects of learning. According to Mouly (1970 p.333) in probably no area of pedagogical endeavour is the teacher so inadequate as in the area of motivation. In an earlier research, Davis (1940) was said to have found motivation the number one problem of teaching at all levels of education. In a recent research, Fry et al (1999, p.77) noted that lecturers frequently bemoan the lack of student motivation and ask what they can do to improve this.

Amotivation (that is, a complete lack of motivation) is highly undesirable. But there is evidence that what teachers do to students in the institutions of higher learning can lead to their becoming amotivated. (Fry et al (1999 p.78), Ramsden (1984) have even noted that lecturers often argue that it is not their business to motivate students. For far too long, teachers in our institutions of higher learning have taken too many things for granted. There are teachers who know very little about how students respond to teaching, how they tackle the everyday demands of learning and studying, and what kinds of difficulties or problems they encounter as students.

The experiences of students can be systematically explored by lecturers for learning to be effective.

1.3 Objectives

The main objective of this research is to identify factors that mostly motivate students in the process of curriculum delivery, and for teachers to make the necessary adjustments for the improvement of students' learning.

1.3.1 Specific Objectives

i. To know the extent to which students react to motivational factors employed in the teaching - learning process.

ii. To provide teachers at Ho Polytechnic the opportunity to judge or assess the relevance of some of their teaching techniques.

iii. To encourage teachers to revisit, design and employ teaching techniques which will keep alive and strengthen the students' motivation for learning effectiveness.

1.4 Significance of the Study

Motivation is of particular significance to the classroom teacher. A sound motivational program is said to imply greater academic competence. Students in institutions of higher learning bring a lot of experiences into the classroom. A reflective teacher will capitalize on these many experiences or motives and harness them towards the achievement of desirable objectives. The classroom teacher, according to some researchers, holds the key to motivation. But, motivation, interest and attention are all closely related. Students who tend to be

satisfied with a lecturer's presentation are more likely to develop interest in the lecturer's subject. This should remind teachers that satisfaction is necessary for the development of interest. The more fundamental aspects of motivation, according to Mouly (1970, p.346) concern motive satisfaction and this can be considered only from the individual's personal point of view.

As teachers, our perception of our role and the tasks we have to do can give rise to satisfaction, excitement and simulation or to hostility and even despair. Curzon (1976) argued that the existence of class discipline in higher education often testifies to class motivation, the tutor's skill in instruction and his interest in the progress of students. When discipline breaks down, at the root of the problem may be discerned lack of motivation (Curzon, 1976).

A recent research study (Marton and Saljo (1984) noted that looking at students own descriptions of their experiences of the learning context has crucial implications for improving the quality of teaching and learning in higher education. According to Morgan, (1993) putting students' experiences 'centre page' would be a significant dimension to improving student learning. Learning approaches have a motivational and a strategy element which are intimately related.

Specifically, the research will enhance the practice of teaching and learning in the polytechnics of Ghana.

It will also serve as a guide to lecturers, students and administrators in the efficient and effective management of teaching and learning in the tertiary institutions in Ghana.

Finally, it will serve as the basis for further academic work on motivational factors and learning behaviours of students.

1.5 Presentation/Organisation of the Study

Chapter One, the introduction provides readers with the background information for the study undertaken. It gives the problem statement; the purpose and significance of the study, and the order in which the study is presented.

In Chapter Two, a literature review broadly related to the topic has been undertaken, setting the problem/study within a context of some related studies.

Chapter Three looks at the methodology used in the research. The main data collection techniques are discussed together with their justifications and limitations.

A discussion of the survey data within the context of the related research findings is the subject of Chapter Four.

Chapter Five provides, the conclusions, recommendations and limitations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

This chapter reviews the relevant literature on motivational factors in the learning bahaviours of students. It does this by examining learning, quality issues in teaching, categories of motivation, learning theories, motivational theory and model.

2 .1 Learning – The End Product of Education

The development of human personality remains the basic task of education. Educational activities, therefore, according to Curzon (1976 p.30) involve preparing the student to take his or her place in a changing society. In Dewey's words, continues Curzon, 'to give him command of himself; that is, to train him to have the full and ready use of all his capabilities, that his eye, ear, and hand may be tools ready to command, and that his judgement may be capable of grasping the conditions under which he has to work'. Mouly (1970), noted the essentials of education must permeate the total life of the individual students at all times.

Education is based on the process of teaching and learning; with teachers and students constituting the principal components of any educational institution. In the process of their interaction, the teacher makes the necessary effort to prepare the student for life.

Learning, however, is the end product of the education system and not the "production of methods' of teaching" (Newble and Cannon,1995). Marton and Saljo (1984) spelt out the justification for concentrating more on the quality of student learning for education quality.

2.2 What is Quality?

Quality is not specifically defined but elements of quality mentioned by researchers are conforming to specifications, fitness for purpose and responsiveness. In support Harman (1993) claimed that there are many definitions of quality but there is a general agreement that quality is present when specified requirements are met. Donaldson (1993) also stated that quality does not lend itself to easy precise definition, but there is a general agreement that the quality of any activity should be assessed in relation to its purpose. To Lenn (1993), quality assurance is all those attitudes, objects, actions and procedures which, through their existence and use, and together with the quality control activities, ensure that appropriate academic standards are being maintained and enhanced in and by the programme, institution or system, and make this known to the educational community and the public at large.

Again L'Ecuyer & Lenn (1993) pointed out that the concept of quality does not have the same meaning for everyone.

2.3 The Quality Debate

The general perception at the global front, that current developments in the institutions of higher learning are threatening the quality and standard of these institutions may or may not be disputed. On his part, Professor Benneh claims "the falling standard of education is not peculiar to Ghana because it is a global phenomenon and it must not be overplayed and portrayed as though it were a Ghanaian problem" (Daily Graphic, September 11, 1999).

Ford et al (1996, p.1) chose to caution the providers of higher education today that; "the requirements to respond positively to change, and to manage it effectively has never been so urgent". The expectations and learning styles of students, they continued, are becoming increasingly diverse. The increasing pressure on students and teachers due to the massive changes indicate traditional methods alone are inadequate for quality teaching and learning effectiveness.

2.4 Judging quality and Standard

Considering the criteria for judging quality and standard in education Ashcroft and Foreman -Peck (1995) did not seem to be very satisfied with systems adopted by earlier researchers. The British White Paper, Higher Education – Meeting the Challenge (DFC, 1987) , proposed teaching quality as an important factor in judging quality in higher education as a whole. (Ashcroft and Foreman-Peck

1995, p. 40). According to these writers, quality teaching alone cannot be good criteria because quality teaching on a course or degree is complicated. Class observations do not provide sufficient information to inspectors or observers because teachers have their own intentions and their own ways of doing things. Moreover student observation and appraisal of teaching cannot constitute complete evidence.

In the opinion of Ashcroft and Foreman-Peck , judgement of quality about teaching and learning incorporate fundamental views about the nature of teaching and learning. So the nature and quality of student learning should be the base of most judgements about the quality of teaching. To them judgements about teaching a subject well are logically dependent on what it takes to learn that subject and to be a learner of that subject (Ashcroft and Foreman-Peck, 1995, p.43). A good quality education, according to these writers, is one that does not only provide a good knowledge base but also enables students to become knowledge creators and reflective practitioners. Concern for individual students, asserts Ashcroft and Foreman-Peck (1995, p.53), appears in the research into good teaching carried out by Moses (1985) and Brown (1978) as one of the values underlying the competencies required of lecturers in higher education.

The world indeed has become a 'global village'. The social and economic changes taking place the world over continue to pose greater and greater challenges to all managers of resources. Meanwhile the development of human resources especially those in the developing world , remain the major priority in promoting economic growth and development. For , economic growth and development , in general , have become increasingly dependent on knowledge and its applications. Societal demands for the marketable skills to meet the challenges keep on mounting. Higher education itself is increasingly becoming internationalized.

The educational paradigm is shifting and new factors, new models and linkages and new circumstances are challenging educators to move beyond the confines of a national perspective towards regional and international issues. The internationalization of the school curriculum and the globalization of professions are all new concepts appearing on the scene of education. Globalization and international migration means that academic and professional qualifications need to be 'portable' across national borders. From the above , quality assurance and quality assessment procedures need to feature prominently on the agenda of our institutions of higher learning. The polytechnics in Ghana are no exception.

According to Dias (1993) , UNESCO considers the internationalization of knowledge as a condition for the development of all countries. To reach this

target, quality linked to relevance is essential and universities and polytechnics through teaching and research should serve their societies.

Green (1993) , posed the question as to what aspect of higher education should be the focus of quality assurance activity. In her consideration , the following are mentioned.

- The inputs to the teaching and learning process (human & physical resources)
- The process itself
- Outputs (number of graduates, their employability and standards achieved, the knowledge, skill, and attitude they acquire)
- The individual institution and its quality management
- The discipline
- The course of study.

According to Green (1993), the choice of focus, rests on the interest of the individual stakeholder. The governments and employers are likely to be most concerned about the outputs of the higher education system. Students , on the other hand, definitely, are more interested in the inputs to the learning process and the process itself. According to Ashcroft & Foreman-Peck (1995), quality issues have become more central to institutional concerns.

2 .5 Motivation and the Process of Learning

Motivation is regarded as a crucial factor in the learning process. The behavioural psychologist, Thorndike, considering the 'law of readiness' stresses the importance of preparation for learning and reminds the classroom teacher of the vital part played in the learning process by motivation. It is the responsibility of the teacher to strengthen the students' readiness to learn. The motivation of behaviour is seen as resulting from intense arousal; the ability to produce arousal necessary for learning can be developed by appropriate environmental stimuli.

According to Curzon (1976) Davies claimed motivation arouses, sustains and energises students, it assists in the direction of tasks; and it is selective in that it helps to determine students' priorities, and it assists in organizing students' activities. It is easy to teach students when they are well motivated. Teachers often have problems with uncooperative students making effective learning very difficult.

The Gestaltists stated , Curson (1976) , view motivation as part of a total dynamic situation in which the learner seeks to overcome disequilibrium by overcoming barriers and moving to a goal. Motivation has a positive effect on learning.

Curson (1976) continued that a researcher Maslow, made reference to a "Hierarchy of human needs'. According to him, people are wanting animals. At any given moment a person's behaviour is dominated by those of his needs which have the greatest potency.

In his contribution to learning theory, Herzberg, according to Curzon (1976) advocates persons are affected not only by motivators but by 'hygienic factors' as well. The Hygienic Factors' as applied to the classroom setting are: the style of instruction adopted by the teacher, security of the learner and inter-personal relationships. It has been asserted that the presence of the hygienic factors , prevent dissatisfaction, but do not necessarily lead to satisfaction.

Sometimes teachers have to see problems from the students, stand point, an interpretation of problems from the students' standpoint is very essential.

2 .6 Categories of Motivation

Psychologists interested in understanding the learning process have grouped students' motives for learning purposes. These are: Instrumental Motivation; social motivation, achievement motivation; and intrinsic motivation.

Instrumental Motivation - this is also known as extrinsic motivation. Students under this influence perform tasks with the hope of being rewarded. This could be in the form of recognition, praise and even monetary terms.

Social motivation - Students under this influence perform tasks so as to please those they respect, admire or whose opinions are of some importance to them. Reward in this case is non-material.

Achievement motivation: Students learn in the 'hope of success'. Ausubel is said to have recognized three elements in achievement motivation.

a) Cognitive drive- where the learner attempts to satisfy a perceived 'need to know'
b) Self enhancement – here the learner is satisfying the need for self-esteem and
c) Affiliation, in which the learner is seeking the approval of others.

Intrinsic motivation: In this case , the student does not think of any external reward. He performs a task because of the satisfaction or pleasure to be enjoyed. Intrinsic motivators like challenges, mastery, and curiosity which frequently lead students motivated in this style to great efforts in order to attain a goal.

2.7 Motivation in the Classroom

For learning to be effective, it is the responsibility of the teacher to create a learning environment which relates the learners activity to his needs and aspirations. This will go a long way to develop and strengthen the competence of the learner. To Gagne "the task of the instrumental designer is one of identifying the motives of students and of channeling them into activities that accomplish educational goals" states Curzon. To Curzon (1976), this may necessitate a combination of teaching techniques which are deliberately adopted to keep alive, utilize and strengthen the learner's initial motivation. As a guide to classroom teachers a list of techniques are provided for their perusal to help improve upon instructional techniques. Among these are:

- That individual learner's motivations and goals should be understood and the aims of the course should be clearly defined and explained to the learner.
- Short-term goals should be explained in terms of long-term achievement
- Lesson material and communication ought to be meaningful, ought to arouse intellectual curiosity and ought to involve students actively and personally.
- The fatigue which accompanies boredom and which destroys motivation ought to be avoided by a planned variety of teaching and learning activities.

Classroom Strategies

Davis (1993) put forward a number of classroom strategies that could motivate students to learn. He wrote:

"Be enthusiastic about your subject and incorporate effective instructional behaviours".

For this to be possible Davis (1993) advised as follows:

- Design assignments, class activities, and discussion questions that help the students to recognize how the course satisfies their needs.
- Design your instruction so that your students engage in a variety of activities like listening, writing, talking, designing, creating and problem solving.
- Maintain high expectations for your students.
- Help your students set achievable goals.
- Tell students what they need to do to succeed in your course.
- Use language that implies internal motivation on behalf of the student.
- Emphasize mastery and learning rather than grades.
- Give students feedback as quickly as possible.
- Reward success.
- Introduce students to good work done by their peers.
- Give constructive criticism.

Davis continues with strategies to motivate students to do the reading. These are as follows:

- Assign the reading two weeks to the relevant class period.
- Assign study questions that guide students through key points.
- Collect written summaries of notes on the readings.
- Ask non-threatening questions about the reading.
- Prepare an examination question on undiscussed readings.

Motivation in Instructional Design.

Developing life- long learners who are intrinsically motivated, display intellectual curiosity , find learning enjoyable, and continue seeking knowledge after their formal instruction has ended has always been a major goal of education .Early motivational research was conducted primarily in the workplace ,and centred on ways to motivate industrial workers to work harder, faster, and better (Small,1997)

More recent research focuses on the identification of effective techniques for enhancing instructional design instructional design , improving classroom management ,and meeting the needs of diverse student populations . Keller, (1983 1987) developed the ARC'S Model of Motivational Design , one of the models designed to enhance the teaching-learning environment .

The ARCS Model of Motivational Design

According to Small (1997) The ARCS Model of Motivational Design is a well-known and widely applied model of instructional design. Simple, yet powerful, the ARCS Model is rooted in a number of motivational theories and concepts, most notably expectancy-value theory.

In expectancy-value theory, "effort" is identified as the major measurable motivational outcome. For "effort" to occur, two necessary prerequisites are specified: (1) the person must value the task and (2) the person must believe he or she can succeed at the task. Therefore, in an instructional situation, the learning task needs to be presented in a way that is engaging and meaningful to student, and in a way that promotes positive expectations for the successful achievement of learning objectives.

The ARCS Model identifies four essential strategy components for motivating instruction:

The ARCS Model identifies four essential strategy components for motivating instruction:

--- [A]ttention strategies for arousing and sustaining curiosity and interest;

--- [R]elevance strategies that link to learners' needs, interests, and motives;

---[C]onfidence strategies that help students develop a positive expectation for successful achievement; and

---[S]atisfaction strategies that provide extrinsic and intrinsic reinforcement for effort (Keller, 1983).

Keller (1987) breaks each of the four ARCS components down into three strategy sub-components. The strategy sub-components and instructionally relevant examples are shown below.

Attention

--Perceptual Arousal: provide novelty, surprise, incongruity or uncertainty. Example; the teacher places a sealed box covered with question marks on a table in front of the class.

--Inquiry Arousal: stimulate curiosity by posing questions or problems to solve. Example; the teacher presents a scenario of a problem situation and asks the class to brainstorm possible solutions based on what they have learned in the lesson.

--Variability: incorporate a range of methods and media to meet students' varying needs. Example; after displaying and reviewing each step in the process on the overhead projector, the teacher divides the class into teams and assigns each team a set of practice problems.

Relevance

--Goal orientation: present the objectives and useful purpose of the instruction and specific methods for successful achievement. For example, The teacher explains the objectives of ht lesson.

--Motive Matching: match objectives to student needs and motives. Ex. The teacher allows the students to present their projects in writing or orally to accommodate different learning needs and styles.

--Familiarity: present content in ways that are understandable and that are related to the learners' experience and values. For example, The teacher asks the students to provide examples from their own experiences for the concept presented in class.

Confidence

--Learning Requirements: inform students about learning and performance requirements and assessment criteria. For example, The teacher provides students with a list of assessment criteria for their research projects and circulates examples of exemplary projects from past years.

--Success Opportunities: provide challenging and meaningful opportunities for successful learning. For example, The teacher allows the students to practice extract in and summarizing information from various sources and then provides feedback before the students begin their research projects.

--Personal Responsibility: link learning success to students' personal effort and ability. For example, The teacher provides written feedback on the quality of the students' performance and acknowledges the students' dedication and hard work

Satisfaction

--Intrinsic Reinforcement: encourage and support intrinsic enjoyment of the learning experience. For example, The teacher invites former students to provide testimonials on how learning these skills helped them with subsequent homework and class projects.

--Extrinsic Rewards: provide positive reinforcement and motivational feedback. For example, The teacher awards certificates to students as they master the complete set of skills.

-- Equity: maintain consistent standards and consequences for success. For example, After the term project has been completed , the teacher provides evaluative feedback using the criteria described in class.

2 .8 Lesson Planning and Motivation

Teaching is regarded the final step in the process of converting educational aims into practical realities. A school curriculum, with its formulated educational aims, is changed first into a syllabus, then in to a scheme of work, and finally into the lessons that are taught in the classroom.

According to Curzon (1976, p. 239) a lesson is defined as a self-contained instructional session, designed and administered by a teacher, with the intention of attaining a learning objective through guided class activities involving a variety of teaching techniques.

The lesson involves class and teacher acting as the principal components of a teaching-learning system designed to transform input (teacher's performance, and class participations, for example) into output, (that is the change in class level of knowledge).

The major task that faces the teacher is to plan the lesson on the basis of available resources, and to provide a structure of direct teaching which will reflect particular demands of the subject area, and the patterns of objectives.

The Benefits of Good Planning

Good preparation as early as possible is one of the musts for effective teaching. The preparation may already be there, in your head if you are thoroughly familiar with the subject and can lecture off-the-cuff ; but nevertheless, even the individual lecture requires forethought and preparation. Teachers are advised, therefore to be thorough and professional in their preparation to have confidence in the classroom. Students, even the least intelligent will always spot a teacher's lack of preparation and draw attention to it.

When you have to draw up your series of lessons, as a teacher-manager, you must first consider the ground to be covered and consider it in relation to its place in the syllabus as a whole. A good teacher in mathematics, for example needs to lay a strong foundation to help students understand more advanced topics in the syllabus.

Essentially, a teacher has to decide upon the number of periods to devote to a series of lessons or a single lesson. For this, he has to bear in mind the rate of progress of the class.

The sequence in which the lesson is to be taught is determined at the planning stage. In some subjects , the sequence may be varied with ease. With others, for example mathematics and English, the sequence must be progressive with one topic preparing the ground for the next topic.

A well prepared lesson can be taught without notes but a good lesson cannot be taught without preparation. At the higher levels of education, the preparation of course material is a very personal activity.

Planning includes deciding not only on the topic for each lesson, but also the main concepts to be introduced . The teacher-manager will have to give thought to the

various methods of teaching and the activities to be performed by the students for active participation. Such thoughts will enable the teacher to look for all necessary teaching materials , for example , overhead projectors, flip charts, books, tapes and recorders and other closely related materials for the particular lesson to be taught very well . If there is the need to improvise some material not easily available, the teacher who prepares well ahead of time will have sufficient time to design , if possible, his own materials for effective teaching.

Should there be the need to visit a place of interest or to invite a special resource person to the school, the arrangement can be made early enough. The value of planning a series of lessons ahead of time rather than planning on day to day basis l is that , it helps you to see the teaching materials as a whole rather than as dismembered parts and helps you to present it in an interesting way that is understandable to the students.

Lack of Preparation and its effects

The unprepared lesson is always recognized by students. It is very difficult for a teacher who does not have a subject at his finger-tips to recall all important points. The subject matter offered, therefore, becomes incomplete. Some facts have to be taught in some lessons. The lack of preparation makes teachers give incorrect facts with consequent loss of confidence in the teacher when the students later learn the truth.

The unprepared teacher gives lessons which lack the detail and illustrations that make teaching interesting. Lessons are presented in a very disorderly manner just to bore the students.

Lesson preparation does not mean only writing lesson notes, the notes are the last stage of the process of lesson preparation. Lesson notes do serve a purpose in aiding the memory of the busy teacher. They provide a programme for the lesson so that the teacher can be reminded of each step. From the notes, the teacher gets information on the theme of the lesson, the date and time of day the lesson is to be delivered, and the length of time allotted to it. The class, target group and number concerned are all stated in the teacher's notes.

The aim and objective stated in the lesson notes keep the teacher from wandering. The aims determine what materials you select and the emphasis to give to the various points enumerated in the lesson.

A test on previous knowledge focuses class attention to link the lesson with what is to be taught anew. Once equipped with a good lesson plan, the teacher enters his class full of confidence. He hasn't much to be disturbed about. He successfully introduces the lesson, his preparedness sustains the attention and interest of the class as a whole. The students become eager to know more and participate actively. The teacher demonstrates further and displays his mastery of

instructional skills to successfully bring the lesson to a close still maintaining the curiosity of his learners.

For evaluation and feedback , the well prepared teacher presents to students the assignments based on the topic delivered to them. Remembering the teacher's mode in teaching the lesson the students will definitely be anxious to surprise him by putting in their best to score high grades.

Planning of lesson is highly beneficial to students as well as teachers.

2.9 The Theory Behind the Learning Process

A major task facing the classroom teacher is the management of the teaching-learning process. Writing on the subject, Walkin (1990) emphasized that the management of the teaching-learning process is not an easy task because students have so many needs, and coping with every aspect of their needs is not without problems. Walkin, like many other researchers, strongly believed that a teacher armed with a good basic knowledge and understanding of learning principles will be better placed to make a conscious choice of teaching method than one who does not have such an understanding.

Curzon (1976) has also stressed that successful practitioners in any field will be better equipped for their task if they understand both the how and the why of their practice. In this regard, Walkin (1990)advises teachers to be conversant with the

theories of learning put forward by the education psychologists in their efforts to understand the learning process. For teaching and learning effectiveness, theory and practice often go hand in hand.

Education psychology seeks to apply appropriate psychological principles to problems arising from the theory and practice of education. In considering the problems of learning , Curzon (1976) refered to five schools of psychological thought.

His discussions on the learning theories were therefore based on the following:

- the behaviourist school
- the neo-behaviourist
- the Gestalt school
- the Cognitive school
- the Humanistic school.

2.9.1 **Behaviourism**

According to Black (1995), behaviourism, as a learning theory, can be traced back to Aristotle, whose essay 'Memory' focused on associations being made between events such as lightning and thunder. Other philosophers who followed Aristotle's thought are said to be Hobbs, Humen, Brown, Bain and Ebbinghouse.

In the 1900s, psychology was dominated by the school of behaviourism, under the leadership of John B Watson (Minton 1991). The theory of behaviourism, according to Black (1995) concentrated on the study of overt behaviours that can be observed and measured as noted by Good and Brophy (1990). Behavioural theory views the mind as a 'black box' in the sense that response to stimulus can be observed quantitatively, totally ignoring the possibility of thought processes occurring in the mind (Black 1995). In his observation, Curzon (1976) noted that behaviourist learning theory focuses attention not only on stimulus-response (S – R) events, but also on the significance of contiguity, repetition and reinforcement leading to conditioning. Some of the key playcrs in the development of the behaviourist theory were Pavlov, Watson, Thorndike and Skinner.

2.9.1.2 Pavlov

Pavlov (1849 – 1936) was a celebrated Russian physiologist. According to him learning was inseparable from association, hence what teachers do, how they do it, and in what surrounding circumstances and to what ends become significant for the study of instruction. From Pavlov's work, teachers are to ensure as far as possible that stimuli provided by teaching performance become associated with appropriate and desired positive responses by students. Pavlov insisted on organisms being studied as wholes in all their interactions' and on biological processes being considered as essentially dependent on the environment. Human

personality, according to Pavlov is determined by the environment, biological inheritance, and conditions of upbringing; and a person's general behaviour depends largely on his or her acquisitions, that is, the habits he has formed.

2.9.1.3 Watson

An analysis of Watson's work also shows conditioning was fundamental to learning. The conditioning of the learner through his environment and experiences, in which the teacher may actively intervene, is the central process in the building of habits. This will determine his or her acquired patterns of behaviour. Learning to Watson becomes an important factor in the development and modification of an individual's behaviour.

2.9.2 The Neo-Behavioural School

The doctrines of the early behaviourists were extended and modified by psychologists of the neo-behavioural school. Among these are Tolman, Skinner and Gagne. To the neo-behaviourists, behaviour is generally purposive because, it is often directed towards a goal. They stress the importance of the teachers role in effecting successive and systematic modification of changes in the students' environment so as to increase the probability of the appearance of desired responses (Curzon 1976).

2. 9.2.1 **Skinner (1904 – 1990)**

B.F. Skinner was formerly Professor of Psychology at Harvard University. According to Curzon (1976) Skinner led the neo-behaviourist school. He was, perhaps, best known to teachers as one of the founders of programmed instruction.

According to Dembo (1994), Skinner believed in the stimulus response pattern of conditioned behaviour. His theory dealt with changes in observable behaviour, ignoring the possibility of any processes occurring in the mind. His predecessors' work was based on classical conditioning. Skinner studied operant behaviour – that is voluntary behaviours used in operating on the environment. The outlines of Skinner's work, noted Cursor are found in "The Behaviour of Organisms' (1938), Science and Human Behaviour (1953) and The Analysis of Behaviour: a progamme for self – construction (1961).

The systematic application of reinforcement has been Skinner's principal study. To him teaching remains 'the arrangement of contingencies of reinforcement under which behaviour changes. Skinner reminds the classroom teacher that teaching should not be a random hit-or-miss affair, but a process which requires application of techniques. So teachers should not be learning by experience. The technology of teaching and learning can be devised to maximize the genetic endowment of each student.

2.9.2.2 **Gagne**

Minton(1991) describes Robert Gagne , as the most influential of the neo-behaviourist psychologists since the mid-1960s and has been greatly concerned with the structural analysis of learning processes and the design of teaching models to match the kinds of learning they are intended to facilitate. His most important books, writes Curzon , are The Conditions of Learning (1965), Essentials of Learning for Instruction (1974) and the Principles of Instruction Design in which he offers a rationally consistent basis for the design of instruction in the classroom.

Gagne prefers to use the term 'Instruction' rather than teaching. Learning is described by Gagne as a change in human disposition or capacity, which can be retained, and which is not ascribable simply to the process of growth. Instruction is regarded 'a set of events that affect learners in such a way that learning is facilitated'. It embraces all the events that may have a direct effect on human learning. Teaching is only a form of instruction. Skinner's work was based on the principles of learning; Gagne's on the design of instruction.

On the learning process, Gagne considers eight characteristics. These are as follow:

- Verbal Information
- Intellectual Skills
- Cognitive Skills

- Attitudes
- Motor Skills
- Schemas
- Abilities
- Traits

The above characteristics of learners affect instructional design. They are best described as 'internal conditions' which have critical effects on learning. Gagne according to Curzon (1976) views learning as a 'total process' beginning with a phase of apprehending the stimulus situation, proceeding to a stage of acquisition, then to storage and finally to retrieval. Teachers need to ensure that students have the prerequisite capabilities for the learning tasks they are to undertake. Each one of Gagne's learning characteristics requires a different learning strategy. The learning strategy and learning type require a particular teaching strategy.

Gagne set out eight conditions or types of learning. These are:

- Signal learning: Stimulus – response at the level of signals
- **Stimulus** – response learning: This involves responses to discriminated stimuli
- **Chairing:** The learner acquires a number of S-R bounds
- **Verbal association learning**: Formation of verbal chains, selecting individual links.

- **Multiple discrimination:** Acquiring the capacity to discriminate and make correct response
- **Concept learning:** Response to classes of stimuli and the recognition of relationships
- **Rule learning**: The learner is able to form chain of two or more concepts.
- **Problem-Solving**: This is characterized by discovery of relationships – a natural extension of rule learning where the most important part of the process takes place within the learner.

Gagne, according to Curzon, (1976) and Minton (1991) refers to the above conditions as a 'hierarchy of learning', and suggests the use of the following 'instructional sequences' related to the hierarchy.

- Informing the learner as to what form of performance is expected after completion of learning
- Questioning the learner to elicit recall of previously learned concepts.
- Using cues to elicit the formation of chains of concepts or 'rules
- Questioning the learner so as to obtain demonstration of rules
- Requiring the learner to make a verbal statement of the rule.

2. 9. 2.2.1 Gagne's work and the teacher

Many teachers, have recognized the practical significance of Gagne's work.(Minton ,1991) . They build their lesson schemes and plan their instruction on the basis of the concepts set out in the 'conditions of learning.

Gagne emphasizes the importance of 'systematic design of instruction' based on intended outcomes and linked with awareness of the internal conditions of learning. He, therefore, sees the teacher as a designer and manager of the process of instruction. As a teaching programme, Gagne's proposal is considered desperately limited and too teacher-centred.

Gagne also stresses the importance of feedback in the classroom. "Every act of learning, according to Gagne requires feedback if it is to be complete" (Curzon p. 68). Without the feedback mechanisms in a lesson, teachers cannot determine accurately whether the points they seek to make are being assimulated by their students.

Gagne further considers eight phases of learning no matter the duration in time. Voluntary learning activity according to Gagne implies the following:

1. **Motivation:** goal seeking – induced by creating expectations
2. **Apprehending**: differentiation of stimuli by focusing attention,
3. **Acquisition**: storing the learning by coding it.

4. **Retention:** extended memory storage

5. **Recall**: The process of retrieval

6. **Generalization:** transfer of learning to new contexts

7. **Performance:** demonstration of what has been learned

8. **Feedback:** the process of reinforcement

(Curzon , 1976, p. 66, Minton, 1991, p. 208)

The identification of students' motives and channeling them into 'activities that accomplish educational goals' form a fundamental task to be handled or controlled by teachers. This task remains a difficult one.

2. 9.3 The Gestaltists

The Gestaltists – another group of psychologists are concerned with understanding and the perception of relationships within organised entities so that students understand subjects as coherent wholes, rather than as collections of apparently unrelated procedures. The basic theories of the Gestalt school were formulated and elaborated by Koffka, Kohler and Wertheimer (Curson 1976).

The Gestaltist approach to learning emphasizes for the teacher the importance of arranging lesson structure that he/she finds the route to the solution of a problem and sees his/her efforts as directed to that end. It is said that considerable progress may be made in lessons in which the learners are brought to a particular point and

then asked to examine and explain how they have arrived at that point and how they see their work as linked to the next steps in the solution of the problem. In these cases, learning is facilitated where an 'overview' is presented and the interrelationships of course topics have been explained.

Conversely, the presentation of disconnected scraps of information in a lesson is to be avoided.

Briefly, Gestalt theory suggests that the teacher should aim at eliciting productive thinking based on the perception of phenomena as integrated wholes. The teacher's task , in light of the theory, is to arrange the conditions of learning so that perception of this nature is facilitated.

To the Gestaltists, the use of the lecture technique can contribute to this end provided that it allows student-teacher interaction .

Other psychologists criticize the Gestalt school for formulating laws which were never systematized or explained.

2 .9.4 **The Cognitive School**

As early as the 1920's , people began to find limitations in the behavourist approach to understanding learning. Cognitive psychology, like behaviourism can be traced back to the ancient Greeks, Plato and Aristotle. The cognitive

revolution, notes Saettler (1990), became evident in American psychology during the 1950's. The cognitive approach emphasizes the importance of the learner's discovering and perceiving of new relationships and achieving insights and understanding cognitive learning theory. This suggests to the teacher a responsibility for designing instruction so that exploration and discovery of relationships, shall be encouraged and understanding shall result. The integration of knowledge will assist in leading the student towards his/her 'total development' - a primary goal in education. In the cognitive school of thought are John Dewey, Y.S. Bruner, D.P. Ausubel and L.S. Vygotsky. Jean Piaget is also considered one of the major players of cognitivism.

2. 9.4.1 **Dewey**

Dewey , on his part , is said to have placed great emphasis on the role of the teacher 'as a stimulus to response to intellectual matters'. To Dewey , the teacher's influence in the classroom, as well as the manner in which he does it, invites the student to respond in one way or other and each response tends to set his or her attitude in some way or other. Dewey therefore emphasized the teacher's responsibility for the development of 'reflective thinking' in students.

Dewey also stressed the importance of curriculum content to be related to the students' environment and his or her intellectual needs rather than the demands of

tradition. Dewey reiterates in his writing his belief that the true centre of correlation of subject is the students' own social activities.

2. 9.4 .2 **Brunner**

To Brunner, one of the true tests of learning is whether the student has grasped and can use the 'generic code' he has been taught. Speed of learning, resistance to forgetting, transfer of learning, creation of ability to generalize and to create hypotheses, are some of the criteria of instruction. The prerequisites of successful learning are development and redevelopment of learners' capacities, so that they are able to deal with problems at advancing levels of complexity. This necessitates appropriate planning of instruction in the classroom.

On the teacher's role in reinforcement, Bruner calls for a de-emphasis of extrinsic rewards. Intrinsic rewards are to be emphasized. The teachers' task is to arrange instruction so that there is a challenge to the student to exercise his mental powers fully and to heighten his inner sense of accomplishment. The danger of creating dependence or rewards is to be avoided.

In the absence of external rewards, the student needs continuous knowledge of his progress; this involves effective feedback.

2 9.4.3 **Ausubel**

Ausubel strongly condemned rote learning and emphasised 'meaningful learning' , which involves the careful design of instruction.

To him the determination of content of the curriculum cannot be the responsibility of students all in the name of democracy and progressivism. The content of the curriculum takes into account the students' needs. Ausubel advocates that the formation of content should remain the teachers' responsibility, and not the students'.

2 .9. 5 **The Humanistic School**

Humanistic psychology condemns behaviourism and psychoanalysis for reducing essentially human qualities to mere physical entities. In education terms, it calls for quality teaching, which will allow students to make conscious choices in an environment characterized by freedom. The teacher plays the role of a facilitator relating to his students in a person-centred manner. Maslow and Rogers are the leading proponents of the humanistic theory. To them, education has the task of helping each person to become the best that he is able to become.

2 . 9.5.1 **Maslow**:

He developed a theory of 'Self actualization'. According to him a self- actualized person has a more adequate perception of and a more comfortable relationship

with reality. The 'self concept', as noted by Curzon (1976) ,was originally proposed by Lecky (1945) and adopted by Rogers (1951).

Combs, Kelly, Maslow and Rogers in the 1962-Year Book spoke of the adequate person, the fully functioning person and the self-actualized person. They see behaviour as a goal-directed attempt of the individual to satisfy his needs as experienced. (Combs, Snygg, 1959). The self-actualizing person is willing to be part of the process of change.

Maslow demanded a psychology based on the person as a whole, which would recognize his higher nature and dignity. His research work on motivation contributed greatly to the theories of motivation set out in his book.

According to Maslow, human beings have needs. To him a person's behaviour at any given moment is dominated by those of his needs which have the greatest potency. Motivation for learning may not arise if certain basic needs are unsatisfied.

2. 9.5.1.1 **The Hierarchy of Needs.**

Hierarchy of needs refers to motivation. This is mainly intrinsic. The classification of needs is as follows:

a) Physiological

b) Safety

c) Love

d) Esteem and

e) Self-actualization

Maslow suggests that the individual cannot consider a given need unless those of higher priority are reasonably satisfied.

2. 9.5.1.2 **Motivation And The Classroom Situation.**

Maslow's model throws some light on motivation in the classroom. For learning to be effective, basic needs have to be satisfied. Any sign of lack of motivation in a student should be accepted by the teacher as a temporary phenomenon. Maslow's message is that the situation should be analysed adequately, understood and modified to the benefit of the student and the teacher. The motivation model assists in explaining the nature and quality of some types of student and drive in the classroom.

Maslow emphasizes a realizing human potential of developing personality and understanding. He attaches great importance to intrinsic learning/insight learning rather than mechanical acquisition of facts. He also values the importance of the educational goals that are understood by students, in terms of learning more about themselves and their relationship to others.

In sum,those who are assisting the education growth of students should understand the basis of student motivation if classroom instructional practice is to be successful. Maslow has a very pragmatic attitude to human needs.

2. 9.5.2 **Rogers**

Rogers ideas on educational practice are not very different from those of Maslow. He opposed conventional education practice and psychology on which it is based. He called for student-centred education based on active discovery in contrast to the essentially passive, conformist, 'accumulation of stored knowledge'.

Rogers' contribution to humanistic theory placed emphasis on :

- feeling and thinking
- the recognition and importance of students personal values
- interpersonal communication
- the development of positive self-concepts.

Rogers fashioned the idea of experiential learning, which would give education a humanistic orientation leading to freedom and self-fulfillment. These are doctrines seen by some teachers as a clear challenge to the practice of formal structure instruction. Experiential learning is self-initiative. It is learning that comes from within and affects the learner's entire personality. Rogers calls for the

humanization of the classroom, emphasizing the importance of the student in the education process.

2. 9.6 Criticisms of Humanistic Theorists

Maslow and Rogers have been criticized for introducing too many vague terms – eg. fully functional person and participative learning – in their analysis. Roger's views on freedom to the critics, is based on a misunderstanding of the concept itself. Decline in academic standards in America is attributed to the confusion over the nature of freedom among others.

2.9.6.1 Style of Learning

Definition: Learning styles could be defined as the methods by which people comprehend, apply, analyze, synthesize, evaluate and acquire knowledge.

2 .9.6.2 Uniqueness of Learning Styles

Individuals learn in different ways – A teaching method that works well for one learner may be disastrous for another. Learners differ in the way they use their senses in learning, (Peterson ,1992)

From these five senses, we have people who are:

1. **Information Acceptors**

They learn about things from listening, reading from books, watching video programmes etc.

2 **Holistic in their Learning:**

These build up whole structures out of fragmented information sectored in their mind and collected from time to time.

3 **Segmenters or Instrumentalists**

They learn in bits and increase their knowledge gradually. They are thorough and methodical. They are also called reflectors.

4 **Rational in their Learning:**

They are logical thinkers, intolerant for certainty, disorder and ambiguity. They are also called theorists. According to Peterson (1992), there are four basic rational learning styles. They are as follows :

1 Segmenter Rational

2 Holistic Rational

3 Segmenter Intuitive

4 Holistic Intuitive

Segmenter Rational learners are These learners are very concerned with the logic of things. They are likely to be no nonsense type of people. The segmental rational types also take information in sequential chunks, on the assumption that these chunks will gradually lead to a whole product. These learners prize instruction that seems well organized.

Holistic Rational learners like things to be logical, but they also prefer to have at least a rough idea of where things are going from the outset. They like well-laid-out time schedules for learning activities. They may well pose the question, 'what are we doing this for?'

Segmenter Intuitive learners deal with things comfortably in chunks. They will happily develop insights and personal learning from each chunk of learning that takes place. These learners may at times, have to be away from a given part of a learning programme in order to go onto the next part.

Holistic Intuitive learners deal with whole concepts even if these concepts are sketchy ones. They delight in experiencing flashes of insight or understanding whole processes. Unless you are careful, you may find they can readily jump to wrong conclusions. They might tend to move swiftly with something, thinking they have learned it, only to run head on into major difficulties.

The Uniqueness of learning styles poses a challenge to the teacher who must vary his teaching styles to avoid creating a situation of either hit or miss affair which places many learners at disadvantages.

Students' approaches to learning are influenced by their learning styles,. To Newble & Cannon (1989, 1995), the characteristics of teaching and the

characteristics of the department organizing the course for the students, have a great impact on students' approaches for learning. Teachers are to appreciate that some of the problems students face in their studies are attributable to the way we teach.

2.10 Students Needs Assessment

The reflective professional to begin his teaching should carry out students' needs assessment, (Matiru et al 1995) . The identification of students' needs is an essential part of the teaching and learning process. It is not enough for teachers to know so much about the subjects they teach. It is most important they think of the ways in which the subject taught can be understood by their students. In other words they need to know how individuals experience the subject.

In our rapidly changing society, academics are facing an unprecedented challenge to the traditions and values of their profession. Students on their part face the continual emergence of new educational needs. Teachers in collaboration with their students must make needs assessment an integral part of their educational activities. They (teachers) should endeavour to identify their students' learning needs and interests. Any time we interact with our students, it pays to listen to them and observe them or hold discussions with them after class.

The formal or informal methods/approaches could be employed for the needs assessment exercise. The purpose of the needs assessment is to help match the needs and learning styles of students with teaching approaches for the teaching and learning process to be improved upon

2.10.1 **Students and Study Skills**

It is important to help students acquire study skills to increase their ability to exploit fully the resources of learning. Writing on this subject for further education., Moor (1986) noted that the lack of study skills can significantly affect the achievement of students.

Taylor (1988) in his article "Who needs study skills" brings to the fore the need to prepare students adequately for the academic work at the tertiary level of education. Clark (1988) revealed that a number of academics seeking to improve educational standards and to reduce unacceptably high attrition levels have explored the possibility of teaching students the process and skills necessary for tertiary studies. Cowan (1989) in his research argued that too much of their education leaves the better than average achievers to fend for themselves. Cowan suggested that the greatest single quality, that identifies students at risk at the tertiary level is lack of confidence. To Taylor (19 88) staff, even the most experienced ones consistently underestimate the extent of student difficulties.

2.10.2 What are the study skills that students should know?

The study skills which get considerable emphasis, according to Moor, (1986) are as follows:

- The ability to take useful notes from lecture or from reading material.
- To organize time.
- To read effectively.
- To plan essays.
- To write in a clear organized way.
- To know how to revise.

Others include:

- The skills of annotating a text.
- Using a library
- Understanding graphs and tables.

Once students are able to assimilate these study skills in their study patterns, they are much more confident and less anxious than at the beginning of the course.

2.10.3 Higher level skills and abilities.

The teaching – learning process applied throughout the course of study is a strong factor affecting student achievements. Teaching strategies that help students to acquire and use high level skills help students to adopt a deep approach to their

learning. For learning to be effective, teaching approaches, must emphasize the development of high level skills such as reasoning, conceptualization and problem solving (Ioaunidon 1997). This is very necessary because employers are now placing more and more emphasis on personal qualities. To be competent an employee must be presentable, responsible, co-operative, enthusiastic, communicative, positive in work attitudes and disciplined (Chi-Kim & Levis ,1998).

2.11 Student Teacher Relationships

A teacher's relationship with his students is an essential component of the teaching and learning process. In facilitating learning a teacher's success is directly related to the quality of that relationship (Tiberius 1995).

2.11.1 Arguments for Good Relationships

It is argued that learning is the process of growth of the mind in which the learner plays an active part. The learner cannot be forced to learn. The best the teacher can do is to help the students connect what is said to their previous experience and knowledge. Teachers need to know about their learners to better connect with them. This knowledge is gained through interaction. An interaction has so much to do with relationships. The better the relationship , the better the interaction , and the better the interaction , the better the learning . (Tiberius , 1995) .

A second argument for good relationships stated Tiberius (1995) , is based on the contextual nature of the learning process. Research evidence has shown we do not learn isolated facts; we learn facts along with the context in which they are encountered. For human beings one of the most important contexts is other people. Man is a social being. We are therefore completely dependent on social co-operatives for survival.

2.11.2 Creating Good Relationships

A good relationship, according to Tiberius, (1995) is the positive relationships between students and teachers. This leads to the most effective teaching and learning. Tiberius , in his research with Bilson in 1991, code named this relationship an 'alliance'. The key features underlying the 'alliance' were given as mutual respect; shared responsibility for learning and mutual commitment to goals; effective communication and feedback, co-operation and willingness to negotiate conflicts and a sense of security in the classroom. The key to all these features is the reciprocal nature of the teaching-learning process.

CHAPTER THREE

METHODOLOGY

3 0 This chapter covers the methods used for the collection of data and information for the study. This includes a description of the main research design-action research, sources of data, the sample selection, the target population, and methods of data analysis.

3.1 Action Research

The methodology of this research is action research, a paradigm of social inquiry. The ultimate aim of the inquiry is understanding. And understanding is the basis of action for improvement. The teaching profession has become a profession in disillusionment – because it is bedeviled with so many problems. The best place to conduct an inquiry into the pressing problems of the profession is the TEACHER.

The purpose of action research as explained by McKerman (1991) is to help practitioners to solve their own problems and to improve upon their professional practice. In education, McKernan stresses that action research is Curriculum Action Research (McKernan, 1991) Schools and classrooms are complex settings. A more naturalistic approach in investigating the varied problems of the

teaching-learning process have to be adopted. Through action research, the teacher is advantaged to have an in-depth-inquiry into the emerging problems facing teachers and students in their effort to improve the quality of teaching and learning.

According to Mckernan, (1991, p.53), the real reason of action research is the lifting of the oppressive situation, the freeing of blockages and barriers to effective action, in short, the improvement of life quality in the research setting. Mckernan continues to argue that action research when undertaken makes the researcher/teacher tough- minded and thoroughly professional. Coupled with that action research empowers students and emancipates them as learners. The students therefore, will have the ability to take responsibility for thinking and learning; make rational choices and take many other decisions that prepare them for life.

Elliot (1981), Stenhouse (1981) Carr and Kemmis (1986) all advocates of action research have contributed greatly to the literature of action research giving their own definitions of the popular paradigm (McKernan,1991). To McKernan, a minimum definition of action research would be: I quote

> "Action research is the reflective process whereby in a given problem area, where one wishes to improve practice or personal understanding, inquiry is carried out by the practitioner, first, to clearly define the problem,

secondly, to specify a plan of action – including the testing of a hypothesis by application of action to the problem. Evaluation is then undertaken to monitor and establish the effectiveness of the action taken. Finally participants reflect upon, explain development, and communicate these results to the community of action researchers.

3.2 Qualitative Methodology

According to Mc Kernan (1991) Shorts (1991) has noted the proliferation of studies and the styles of curriculum inquiry. These researchers have observed that the general tendency has been away from the law – abiding, monothetic-type studies towards thick description type qualitative, interpretive and micro-ethnographic studies. In short, major trends in curriculum research since the mid 1970s have shown an explosion of interest in qualitative field methodology. Traditional styles of research, it is been realized, apparently have failed to address pressing problems faced by practitioners. With qualitative action research in naturalistic settings, practical methods of conducting inquiry, interviewing, questionnaire, observation, logs, diaries, check lists, case studies etc are employed.

The classroom provides a good example of a naturalistic setting where action research can be conducted. An appropriate use of qualitative research methods provides the naturalistic setting so essential for an investigation into students learning. A specially designed questionnaire with a strategy and a motive

component when triangulated against other methods – such as interviews, observation techniques, discussions and seminars provide the researcher with the necessary data for analysis.

3.3 Negotiating Access

Action research is collaborative and involves a lot of participants. For a start, there is the need to create, for the purposes of the study an atmosphere of love, understanding and togetherness. At a general staff meeting (academic) the aims of the intended project were discussed under other matters. Discussions were later held with all the (Heads of Departments) HODs of the Polytechnic for their assistance in distributing to their students the main research instrument – the questionnaires

3.4 Target Population

The target population comprised the student body, that is ,second and third year students and some lecturers of Ho Polytechnic.

The Sample and Sampling Technique

The sample size was 1050 including students and lecturers. This sample size was found adequate in order to establish precise and accurate results. The sample was selected through stratified random sampling since all the departments of the Polytechnic were covered for fair representing.

A total of 1003 students had questionnaire. This was made up of 472 second year students and 531 third year students in all the four schools of the polytechnic. The 1003 students who had the chance of working on the questionnaire represented about 83.7% of all second and third year HND students. The first year HND students were not included because they had not yet experienced learning at the tertiary level..

Eight hundred and fifty-seven (857) questionnaire were returned out of total of One thousand and three (1003) .

Considering the sex distribution of the students who had returned their questionnaire , six hundred and eighteen (618) were males , representing seventy-two percent (72%) of the total of (857). Two hundred and thirty-nine were females students .This represented twenty-eight percent (28%) of the total number of respondents who returned their questionnaire for processin

3.5 Data Collection Techniques

The questionnaire technique is regarded the most commonly used method of inquiry in data collection. This technique, notes Mc Kernan (1991), has been advocated by many action researchers. Considering the limited time for the research, the questionnaire approach to data collection is most appropriate and it is easy to administer.

Kember et al in their Studies in Educational Evaluation (1997, p.141-157) repeatedly applied the questionnaire method to measure students' approaches to learning with the aim of promoting meaningful learning. The original research conducted by Marton and Saljo in 1976 used qualitative research methods. Questionnaires have since been developed which assess the extent to which students use deep or surface approaches in learning. Biggs (1987a) is said to have developed what he code named a Study Process Questionnaire (SPQ) for use in higher educational institutions. This contains an achieving approach scale in addition to ones for deep and surface approaches. An alternative version, the Learning Process Questionnaire (LPQ) has also been designed for use in schools.

Ramsden and Entwistle, (1981) and Entwistle and Ramsden, (1983) noted Kember et al, have designed another instrument, the Approaches to Studying Inventory for the higher education context. The SPQ was used for a survey of 2143 students in degree level courses at the Hong Kong Polytechnic. Biggs (1987b) according to Kember et al also used the SPQ for Survey of 2,365 students at ten Australian colleges of Advanced Education (ACEs) and five universities.

In March 1990, the Educational Development Centre of Ngee Ann Polytechnic used the questionnaire technique to determine the factors that motivate and encourage first year students at the polytechnic to learn. The findings of these researches into the teaching-learning process have prompted me to undertake a

similar study to help the teachers of Ho Polytechnic to revisit their teaching strategies/techniques to promote meaningful learning for their students.

With the help of the HODs and some teachers in the various departments of Ho Polytechnic, a total of 1003 questionnaire were successfully administered to the second and third years students of the 1999/2000 academic year.

The use of the questionnaire method has made it possible to reach a large number of respondents within a limited period. Considering the problems and the nature of the teaching-learning environment, the questionnaire technique is the most appropriate, it is easy to administer. The students of today are highly enthusiastic and very eager to know more and contribute to their progress.

However the questionnaire method has its own shortcomings. Interviews and discussions with students both individually and in groups, for example, help to provide details and extra insights. The questionnaire approach when triangulated with other techniques, therefore yield fruitful results.

3.5.1 **Observation Technique**

To gain further insight into the problems of curriculum delivery, the observation technique was resorted to. As much as five classes in the HND category were observed. At the end of each lesson there was an interaction with the students to

understand the 'whys' of certain behavioural tendencies in the classroom. With the teachers there was a professional dialogue which to many was highly beneficial. The researcher took time off to visit and interact with some students who have organized themselves to engage in private study at their own time. On one occasion, it was possible to invite a video cameraman to video tape students engaged in formal class activities.

3.5.2 Interview and Discussion

The interview technique is one of the most effective modes of gathering data in any inquiry. The approach adopted in this research is mainly the unstructured, to allow respondents to bring out their personal views for discussion on voluntary basis. To avoid deviation, however, some amount of briefing on the salient problems in class was made. The target population was made up of teachers as well as students. There was free interaction with all. But with the students, class monitors, study group leaders, active and passive members of class constitute my key informants. With the teachers my key informants were made up of the old and experienced teachers, the young and inexperienced teachers and others highly interested in students affairs. The response in all cases was rather encouraging -- an indication that teachers and students of Ho Polytechnic are highly concerned about the quality of the polytechnic graduate.

3.6. **Staff Seminar**

The Ho Polytechnic believes in 'Standard' and 'Quality'. As a staff development policy, the institution, on semestral basis, organizes two seminars for the presentation of research papers. The Academic Affairs Unit of the Polytechnic is mainly responsible for this exercise.

This researcher took advantage of the situation to present to my colleagues my findings from the analysis of the questionnaires which most of us administered to some students in all the departments of the polytechnic. The presentation resulted into a hot argument with teachers agreeing and disagreeing with some of the points raised by the students.

At least the teachers/lecturers present, 23, in all might have left the conference hall with some ideas about the factors that encourage students to learn. Teachers were reminded to vary the method of teaching and adopt strategies that will sustain the interest of students and encourage them to participate actively in class activities. The concern for a positive and conducive relation students and staff was also stressed.

Another hotly debated issue relates to the dissatisfaction expressed by students about teachers' attitude towards assessment. These among others were seriously considered.

Other interventionist strategies were adopted to involve students actively. With a group of students, first year students in statistics to be precise, there was a demonstration of certain teaching techniques. This included team teaching, the buzz group, effective group discussions and peer tutoring techniques. Some of these were video taped for students to see themselves in action.

CHAPTER FOUR

RESULTS AND FINDINGS

4.0 PRELIMINARY SURVEYS

Preliminary Surveys -: Interviews, discussions and observations – very informal methods have been employed for an assessment of students' learning needs. The purpose is to have insight into the problems facing students, their strengths and weaknesses, and to know how best to approach teaching to enhance learning.

4.1 INTERVIEWS

Interacting freely with students – as many as possible – after classes has provided the following information.

1. On class attendance – a question was put to students as to whether class attendance should be compulsory. These are the views of our students.

- class attendance should not be compulsory because students at our level have personal interests and individual differences.
- we sometimes have to attend to other pressing issues.
- lectures sometimes are too boring, so sometimes we feel it is better to hide and do our own research instead of listening to very boring lectures.

Of course , students at the tertiary level of education bring to class a lot of experiences. To capitalize on the views of the students for planning purposes, the questions put to the students were as follows:

2.What do you students expect from your teachers to help you improve upon your learning?

- Teachers should give us some idea about the topics to be covered
- References and current reading materials should be given to us
- We need more assignments from some of our teachers
- Lecturers should mark our assignments instead of just looking at 'one mark' and basing all other judgments on the mark scored in only a particular test.
- Lecturers should not victimize or penalize students who read widely and make known their views in class
- Students who read and provide points other than those in lecture notes should not be marked down.
- Some lecturers should open up so that students feel free to ask questions if lessons are not well understood.

3. **What factors actually affect academic work?**

Most students interacted with, touched on the following as the major factors:

- Inadequacy of training/learning materials especially relevant books in the library

- Sale of handouts – some students lamented they cannot afford the handouts because they are too expensive
- Due to the delay in the payment of the student loan, it is difficult to attend to very basic human needs e.g. food on campus, let alone talk of the acquisition of learning materials in good time.

  Concentrating on learning, therefore, becomes a problem says a student.
- Students are overloaded and they have difficulty in adjusting to lectures.
- Venue for lectures are sometimes fought over
- Students have no basic knowledge about some of the subjects being taught, yet some lecturers are not teaching students to understand.

4. Are you satisfied with the course content?

There has not been much complaint about the structure of the various courses being offered. The only group of students who seem to be somewhat dissatisfied are those in the Department of Secretaryship and Management Studies. At a meeting organized by the Association of HND Secretaryship and Management Students in Accra, a letter was written and later distributed to all Polytechnic Principals in Ghana. Part of this letter reads as follows:

Since we pursue the same programmes and are being awarded with the same certificates we deem it fit if we all do the same courses at the same time. In fact what we are advocating for is the uniformity in the programmes and course outlines in the various polytechnics as far as Secretaryship and Management studies is concerned.

The main reasons for the restructuring is to enable us obtain exemptions from the institute of Chartered Secretaries and Administration. We have written to them for the exemptions and have visited their office in Accra, where we have been made to understand that some of our courses outlines are not compartible with theirs to enable us have the exemptions we are requesting for....

Really the students of today have their own expectations. A proposal for the redesignation of the course structure for the Department of Secretaryship and Management Studies was attached to the letter to polytechnic principals. It did not end there. As a follow up, the executive met with some teachers. As a tutor in Economics the students wanted to know why at the Ho Polytechnic, Economics is taught in the first semester only to first year HND students. If at Cape Cost Polytechnic first year students have Economic I and Economic II for two semesters why wouldn't Ho Polytechnic follow suit?

Realizing the general dissatisfaction among the students, advantage was taken of a seminar organized for M.Tech students to make known the views expressed by our secretarial students. This was during the presentation of a paper on the teaching of shorthand to students in Takoradi Polytechnic.

There was no immediate solution to the peculiar problems of students in the Department of Secretaryship and Management Studies. A lecturer from the University of Cape Cost suggested a special forum be organized for greater or in depth discussion of the problem of secretarial students.

4.2 OBSERVATIONS

To have first hand knowledge about classroom activities, a number of observations were made. The main purpose was to see the extent to which the teachers' style of delivery could generate student interest; to pave way for the acceptance and assimilation of the lecture content.

The observations made reveal most if not all teachers in the polytechnic use the lecture method. Some of the lessons were interesting and others were very boring. The most boring was where the pattern of teaching was largely in the form of dictating notes to students for the greater part of the period of instruction. The most interesting classes or lessons observed were those where students were greatly involved in the process of delivery. In all cases, there was professional dialogue with the teachers involved. I also interacted with the students after their lessons.

4.2.1 What were the responses to the professional dialogue?

According to one lecturer, about 85% of the total number of students in his class are serious with academic work. The others are only ' money-conscious' , he claims. The participatory teaching technique is what he uses to encourage group work. Students are given the chance to choose their own groups and their leaders. Students are given a lot of written and reading assignments to prepare them adequately for academic work. Marks scored in the assignments motivate the students. The performance of students handled by that lecturer, he claims, is average. Out of a total of 140 students, for example, 20 of them had grade D, 40 grade C only 4 students could not pass. Majority of the students had either grade A or B.

If this lecturer has anything to worry about, it is the problem of getting adequate reading materials for his students. The other problem relates to the large number of scripts that has to be marked most of the time.

In another class, the teacher himself made almost all explanations. The teacher answered most of the questions put to the class. It was also observed that the teacher was taking his time to explain to the students, points that were not well understood. The students on the other hand were listening attentively to understand the explanations being given to them on the blackboard. The students however came in to contribute generally when figures were being crosschecked. With this large class

there was 'class within class'. Students at the back had to be stretching their neck to see clearly what was written on the board. Occasionally students had to stand up to see from the blackboard.

In another class, there was a good blend of teaching methodologies – lecturing, questioning and explaining. This encouraged the students to participate actively in the lesson. In the process of delivery, questions from the teacher to the students numbered eleven in all. The students were able to provide answers to six of the questions. There was no answer from a female student. The teacher himself gave answers to the remaining questions. The students on their part put to the teacher as many as fourteen questions. All the questions came from the male students. The teacher readily answered the questions to keep alive students' interest raised at the commencement of the lesson. The free flow and exchange of ideas could make learning effective.

4 .2.2 **Attitude of Female Students**

In most of the male-dominated classes it was observed the female students did not contribute much to class discussions. The male students considered it a cheat because these ladies perform well in tests and other class assignments. When questioned on their attitude in class, most of the ladies claimed their silence should not be taken for passivity. Any point not well understood is often noted down and the necessary references made at their private study time for better understanding.

4.3 USING QUESTIONNAIRES

The Questionnaire Technique

The main research instrument is the questionnaire, which is given in Appendix A. This questionnaire is based on the process of teaching and learning. To test its suitability for the research, ten (10) copies were first distributed to a group of respondents. These included past HND students working in Ho, past HND students now serving the polytechnic as teaching assistants, and a lecturer of the polytechnic. Only eight of the questionnaires were returned for processing.

With the cooperation of the most senior member of the ten respondents a few corrections were made for better understanding. We then deliberated on how best to ensure students complete and return for processing questionnaires given to them in good time. The HODs (Heads of Department) had been earlier on contacted. So the HOD's and some members of the academic staff, very willingly distributed the questionnaires to the students in all the departments as shown in Table 1.

Results of the Preliminary Survey:

An analysis of the questionnaire from the first ten respondents show that academic work in the final year is more demanding and difficult than that of the first and second years of the HND programme. All the respondents agreed learners attached so much importance to the following among others.

- Interest in the course of study
- First meetings with lecturers

- The way students are examined and their success in tests and assignments.

Questions 11,12 and 14 expect students to indicate factors that encourage them most in the process of curriculum delivery. To the respondents the factors are as follows:

- a well organized lecture
- a highly innovative lecturer
- being required to listen attentively and take down own notes in class
- variety in teaching methods
- provision of well organized points for students to make their own notes
- examples and stories in lecturers explanation
- getting good grades
- warning of possible failure in course

Other encouraging factors (Q14)

- group assignments
- field visits and trips
- informal contacts
- students leading discussions in class
- knowledge of progress

Questions 11, 13and 15, on the other hand, expects students to identify factors that discourage them most as they make efforts to learn. They are given as follows:

- Dictation of passages from text books in class
- Dictation of detailed lecture notes in class

- Performing badly in tests and assignments
- Getting handouts (because of the cost involved?)

Other discouraging factors are:

- Congestion in the lecture room
- Rumours about examination leakages
- Favouritism

This group of respondents is more mature in terms of exposure to academic work. The choices made are not exactly the same as those made by the target population of second and third year students of the polytechnic. However the findings here are not very different. A thorough examination of the analysis is necessary for an identification of the differences in the preferences of the past students as compared with the preferences of the present students.

The Main Research Instrument

4.3.1 Distribution of Questionnaires to students

A questionnaire, based on the process of teaching and learning, was administered to a total of 1003 students. This was made up of 472 second year students and 531 third year students in all the four schools of the polytechnic. The 1003 students who had the chance of working on the questionnaire represented about 83.7% of all second and third year HND students

The number of students given the questionnaire per department and school as indicated as follows:

Table 1: Distribution of questionnaire (HND Programmes only)

SCHOOL OF BUSINESS AND MANAGEMENT STUDIES						
	DEPARTMENTS	YEAR	No. Given out	No. Returned	%	AVERAGE %
1	Accountancy	2	114	114	100	
	Accountancy	3	135	126	93.33	96.67
2	Marketing	3	118	114	96.61	96.61
3	Secretaryship & Management Studies	2	46	31	67.39	76.75
	Management	3	36	31	86.11	-
TOTAL			449	416	-	
AVERAGE			-	-		90.00

SCHOOL OF APPLIED SCIENCE AND TECHNOLOGY

	DEPARTMENTS	YEAR	No. Given out	No. Returned	%	AVERAGE %
1	STATISTICS	2	57	50	87.72	87.72
2	CAT & HOT MGT.	2	32	20	62.50	
	CAT & HOT MGT.	3	30	26	86.67	74.58
TOTAL			119	96	-	-
AVERAGE			-	-		81.15

SCHOOL OF ENGINEERING						
	DEPARTMENTS	YEAR	No. Given out	No. Returned	%	Average %
1	Mechanical	2	25	25	100	
	Mechanical	3	22	18	81.82	90.91
2	Building & Civil	2	52	46	88.46	75.36
	Building & Civil	3	53	33	62.26	
3	Electrical & Electronic	2	77	64	83.12	91.56
	Electrical & Electronic	3	57	57	100.00	
4	Agriculture	2	22	16	72.73	
	Agriculture	3	30	7	23.33	48.03
TOTAL			338	266	-	-
AVERAGE			-	-	76.47	76.47

SCHOOL OF ART AND MODELING DESIGN

	DEPARTMENTS	YEAR	NO. GIVEN OUT	NO. RETURNED	%	AVERAGE %
1	FASHION	2	47	38	80.85	
	FASHION	3	50	41	82.00	81.43

Table 2

DISTRIBUTION OF QUESTIONNAIRE (ALL SCHOOLS)

School	No. Given Out	No. Returned	Percentage (%)
1. Business and Management Studies	449	416	92.7
2. Applied Science and Technology	119	96	80.7
3. Engineering	338	266	78.7
4. Art & Modelling Design	97	79	81.4
Total	**1003**	**857**	**85.4**

4. 3.2 **Responses**

Out of the total number of 1003 questionnaire given out, 857 were returned representing about 85.4% of the total. Considering the sex distribution of the respondents about 72% were male students and 28% were female students all in HND two and three.

4.3.3 **Data Analysis**

The first item on the questionnaire requires students to state their programme and year. The second item expects students to indicate their sexes. There was no problem in handling these two items. An analysis of the second item gave as a total of 857, made up of 618 males against 239 females who are all second and third year HND students.

For the third question on the questionnaire pertaining to the particular period in which students find academic work most difficult, majority of the respondents ticked more than one period. However, an analysis of the questionnaire shows that most students in the polytechnic find the very first term of their first year of entry most challenging.

Perhaps their performance in the first term of the first year gives them the confidence that propels them to forge ahead.

4 .3.4 Motivation and the Learning Process

The fourth to the tenth items raised in the questionnaire required a true or false response.

Table 3

Q. No.	Research Items	True	(%)	False	(%)
Q.6	The first meeting with our lecturers are important as they indicate what would happen during the semester.	817	95.9	31	3.3
Q.8	I am motivated to work when the lecturer is confident that we will do well in the course if we make the effort.	806	95.2	37	3.9
Q.7	I am more interested in performing assignments given by lecturers who are interested in the progress of their students.	795	93.4	43	5.1
Q.10	I am motivated to study because I am interested in my course.	806	92.9	33	5.0
Q.4	I was motivated to work when I knew what the course was about.	750	87.2	69	8.9
Q.9	My success in the first test /assignment I sat for this year encouraged me to study well for the rest of the year.	676	80.7	111	12.5
Q.5	Studying for the course was made easier when I knew how I will be examined.	650	76.1	173	20.4

4 .3.5. **I was motivated to work when I knew what the course was about.**

On the whole 87.2 % of the respondents answered in the affirmative. Three schools ie the School of Applied Sciences, Business and Management Studies and the School of Engineering, however, have all percentages above the overall average of 87.2 %. The School of Engineering has the highest percentage of 88.5 % . The School of Fashion has the least figure 87.2 %.

These high percentage scores go to buttress the assertion that the provision of a supportive-learning climate enhances student's learning. A positive climate, which makes students confident to face the academic task, requires careful preparation. Once this vital role of building up confidence is achieved, the self-perception of the students is heightened. As noted by Hounsell (1997) positive efforts need to be made to engage in dialogue with students in order to establish an academic entry point for the students.

One way of doing this is to provide students with detailed course outline on the first day of meeting the class. An open discussion of the course structure with the student places them in the learning mood.

It is not easy to tell from the survey whether students had any difficulty in having fore knowledge about topics to be covered for a course of study. It is possible students who are curious enough may on their own accord look for detailed outlines of courses even before the commencement of lectures. Others may remain in the dark. It is

equally possible some teachers will ensure detailed course outlines are given, dictated or read out to students to prepare their minds adequately for what is expected of them during the course of study.

The above results show that students attach so much importance to the provision of course outlines. Its early provision could be more beneficial. Perhaps teachers who have not cultivated that habit could be encouraged to see with the students.

4 .3.6 Studying for the course was made easier when I knew how I would be examined.

About seventy-six percent of respondents claimed studying for the course was made easier when they knew how they would be examined. As much as 20.4 % did not seem to agree with the statement, and 30 % was not sure whether the statement was true or false so far as learning for the course was concerned.

Students of the School of Applied Sciences followed by those in the School of Business and Management Studies had above average percentages of 79.5 and 78.4 respectively. They seemed to be more interested in having good knowledge about the way in which they were going to be examined to ginger them to face the course to be studied.

Students in the Fashion department had scores below the overall average of 76.1%. Thus compared with the other departments, the fashion designers' did not seem to care much, even though the majority (70.9%) felt knowledge of assessment

procedures enabled students to know what to learn, and how best to prepare towards the semester.

4.3.7 First meetings with lecturers are important as they indicate what will happen during the semester.

Are first meetings with lecturers really important? The responses to this statement show students most often valued greatly the very first meetings with their lecturers. Only 10 % of students were not sure whether the statement was true or false, and only 3.3 % considered the statement to be false.

As high a percentage as 95.9 % of students claimed first meetings were very important. This was the highest positive response among the motivational items under consideration.

Students of the School of Fashion had the highest above average figure of 97.5 % for the statement. This was followed by 97.0 % for the School of Applied Sciences. The School of Engineering scored 95.4% in favour of first meetings – a figure quite close to the overall average of 95.9%. The students of the School of Business and Management Studies take the rear with 93.9% far below the overall average, of 97.5%.

Teaching is a learning experience for both teachers and students. The results indicate students' place so much value on their first meetings. Perhaps this gives them the opportunity to explore the learning environment to look for clues that could influence their behaviour. Students may also want to have their own impression about the teacher that will handle the course they have registered to learn. Is he the type that can really 'deliver the good' to their optimal satisfaction? Of course students in the higher institutions of learning have their own expectations of their teachers.

What information has he on the course outline? What are his objectives? Perhaps these among others could discourage students or make them regret missing their very first meeting with their teachers.

4 .3.8 I am more interested in performing assignment given by lecturers who are interested in the progress of their students?

Considering the statements given in question four to ten,, the above ranks as the third most favoured statement. About 93.4% of all the respondents replied they were interested in performing assignments given by lecturers who are interested in their progress. As much as 5.1% claimed the statement as false. About 20% could not tell whether the statement was of any value to them as students. However, students in the Fashion Department seemed to attach a greater weight to this statement recording an above average figure 95.0 %. The 'Business minds' gave just a little above the overall average, of 93.4% followed closely by the 'engineers' with 93.3 % - a little below the

average percentage of positive response. The School of applied Sciences has 91. 6% below the average of 93.4 %.

A teacher's relationship with his students is an essential component of the teaching and learning process. His success in facilitating learning is directly related to the quality of the teacher- student relationship.

Considering students' response to this question, perhaps it could be said that for teaching to be effective there must be manifestations of genuine interest in students and their work. In addition there must be enthusiasm for the subject taught, attentiveness and helpfulness with students' problems, and a sense of humour on the part of the teacher.

4 .3.9 **I am motivated to work when the lecturer is confident that we will do well in the course if we make the effort.**

Encouragement from parents, friends and lecturers is a strong factor influencing students to learn. The data obtained from the survey indicate that this statement ranked as the second most favoured statement to the students, recording 95.2% after Q6. which has the highest percentage of 95.9% as stated above.

The score in favour of the statement was as high as 98.8% for the School of Fashion. The School of Business and Management Studies and Engineering had below average percentages of 93.2% and 93.7% respectively.

Learning is contextual. The establishment of a good sense of belonging and co-operation within the class as a group, the teacher inclusive, matters greatly. The teacher's behaviour and language convey messages to the students. Comments made in class, words of encouragement, warnings and threats are highly valued by students.

The response for this question could indicate students felt more comfortable and engaged actively in learning with teachers who were able to create a climate or relationship which is trustful, open and secure. This raises the confidence of both teacher and student for learning to be effective.

4 .3.10 **My success in the first test/assignment I sat for this year encourages me to study well for the rest of the year.**

About 7% of students could not tell whether success in first tests/assignments was of any significance. To about 8 % of students, success in earlier assignments encouraged them to work harder while 12.5 % of the respondents claimed success could not encourage them to work well. Students in Engineering, it appeared were often encouraged to work harder if they succeeded in earlier assignments – scoring 84.1 %. The least percentage of 75.9 % is recorded by the School of Business and Management Studies.

Success and failure have far reaching consequences, and grades are important aspects of success and failure in school. Students therefore, are very conscious about their grades since they represent the index of their performance.

Students as shown in the research are often discouraged when they perform badly in their examinations. Failure could be a mark of insecurity to ginger them to work harder. Higher grades at the start of a course, on the other hand, could propel students to reach greater heights to clock greater successes.

4 .3.11 The role of interest in the learning process

I am motivated to study because I am interested in my course,

About 92.9% of students on average have indicated the statement is true. The School of Engineering and the School of Business and Management Studies had percentages higher than the overall average of 92.9%, recording 94.9% and 94% as shown. The Department of Fashion and the School of Applied Sciences on the other hand had lower percentages of 91.3 % each.

Students' interests, attitudes to studying, and approaches to academic tasks are strongly related to their experiences of teaching and assessment. Interests are acquired as a result of satisfying experiences. The teachers' own enthusiasm induces interest in the subject being taught. However the dislike for a particular subject may be due to the dry and uninteresting way it is presented to students.

Most often, a lack of interest in the material to be studied or failure to perceive relevance in it was associated with a surface approach to learning. Interest in the

material being studied on the other hand was related to a deep approach, thus a greater understanding of learning material.

The above result or data findings could be used to support other research findings that confirm interest together with how background knowledge influences students' approaches to learning and thereby their level of understanding as noted by Ramsden (1994, 1997). Students' interests, attitudes to studying and approaches to academic tasks are strongly related to their experiences of teaching and assessment. Satisfaction is necessary for the development of interest. The dislike for a course, as already noted sometimes stems from the dry and uninteresting way it is presented as well as from its inappropriateness from the students' standpoint. The teacher has therefore the task of creating a learning environment, which relates the learner's activity to his or her needs and aspirations so that his competence is developed and strengthened. (Curzon 1976).

4.4 FACTORS THAT ENCOURAGE AND DISCOURAGE LEARNING

Q.11 on the questionnaire embodies a series of thirty-four statements, from Q11.1 to Q11.34 for example 11.1 refers to a lively lecturer, 11.2 refers to a well organized lecturer, 11.34 refers to being required to listen attentively and take down own notes in class. To each of these, students were to give encourage/discourage me response to learning. The thirty-four statements cover different aspects of the teaching and learning process, viz:

- factors relating to tests/assessment,
- students characteristics and their expectation of their teachers, teaching styles and
- teaching methods

A detailed analysis of the responses to question 11, are shown in the table in p.87 ... displaying the relative importance of all the thirty-four statements given.

The bar charts on pages 87 and 92 show the statistical representation of the ten most encouraging and the ten most discouraging factors to learning. These factors are tabulated as follows (Table 4).

Table 4

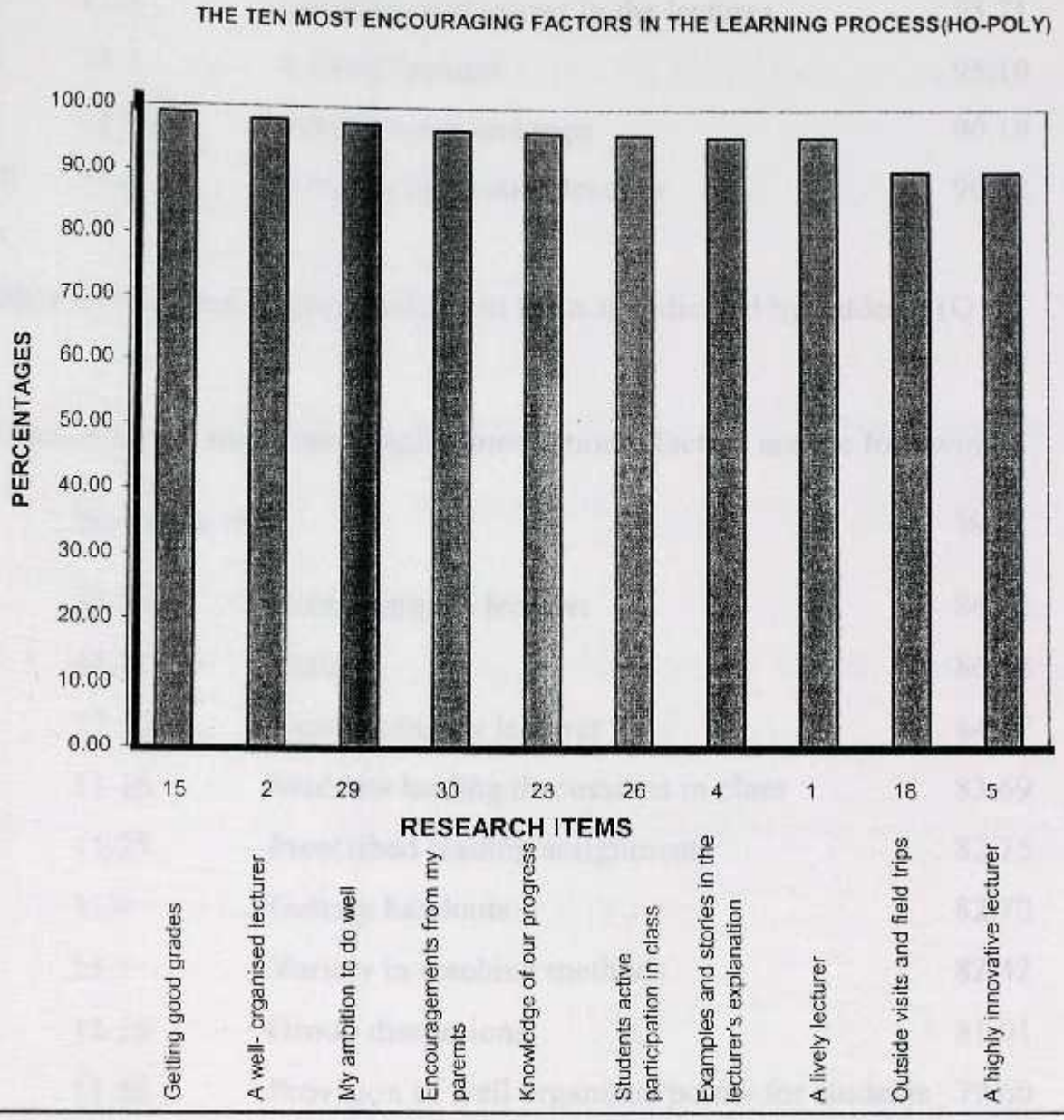
The most encouraging factors arranged in the order of importance (All Schools)

Q11	FACTORS	(%)
11.15	Getting good grads	98.96
11.2	A well-organized lecturer	98.03
11.29	My ambition to do well	97.4
11.30	Encouragement from my parents	96.43
11.23	``Knowledge of our progress	96.23
11.26	Students active participation in class	96.05
11.4	Examples and stories in a lecturer's explanation	95.71
11.1	A lively lecturer	95.7
11.18	Outside visits or field trips	90.18
11.5	A highly innovative lecturer	90.12
11.19	Consulting the lecturer	86.82
11.21	Praise	86.55
11.13	Questioning by lecturer	84.27
11.16	Students leading discussions in class	83.69
11.25	Prescribed reading assignments	82.75
11.9	Getting handouts	82.7
11.7	Variety in teaching methods	82.42
11.10	Group assignments	81.01
11.33	Provision of well organized points for students to make their own notes	79.6
11.8	Talks by visiting lecturers	79.53
11.20	Project work	78.75
11.14	Meeting deadlines for submission of assignments	76.19
11.28	When the lecturer gets me to think in class/lecture	73.18
11.11	Written assignments for individual students	72.07
11.6	Slides, video tapes, over head projectors and films	71.8
11.3	Humour in class/lecture	70.52
11.12	Frequent tests	69.82
11.34	Being required to listen attentively and take down own notes	68.45
11.32	Dictation of lecture's detailed notes in class	67.36
11.27	Independent study	57.47
11.22	Warning of possible failure in class	55.64
11.24	Informal contacts with lecturers	48.77
11.31	Dictation of passages from textbooks in class	36.41
11.17	Performing badly in tests and assignments	15.7

Table 5: THE ENCOURAGING AND DISCOURAGING FACTORS IN ORDER OF IMPORTANCE

Sch. of Art & Design				Sch. of Applied Science				Sch. of Engineering				Sch. of Business				Grand Total			
Encourage		Discourage		Encourage		Discourage		Encourage		Discourage		Encourage		Discourage		Encourage		Discourage	
Q11	%	Q11	%	Q11	%	Q11	%	Q11	%	Q11	%	Q11	%	Q11	%	Q11	%	Q11	%
15	100.00	17	85.91	15	100.00	17	78.85	15	98.16	17	85.99	2	98.59	17	76.87	15	98.96	17	81.69
23	100.00	31	44.03	16	99.52	31	65.42	29	98.00	31	67.14	15	97.66	31	64.55	2	98.03	31	59.68
29	100.00	22	43.00	2	98.08	24	52.37	30	97.40	27	56.37	29	97.44	22	44.12	29	97.40	27	43.20
30	100.00	27	38.32	4	98.00	27	46.44	26	96.88	24	49.58	1	96.33	27	34.11	30	96.43	24	40.97
2	98.78	24	31.64	23	96.15	22	35.02	2	96.66	22	39.82	30	96.13	12	33.11	23	96.23	22	40.24
26	97.46	11	24.23	1	95.15	34	32.27	4	95.96	32	32.99	26	95.66	24	32.65	26	96.05	34	28.44
1	96.15	34	24.13	26	94.19	12	28.60	1	95.16	34	29.73	4	95.18	32	32.24	4	95.71	32	28.39
18	94.93	32	21.31	29	94.15	28	28.10	23	94.89	12	27.80	23	93.87	34	28.88	1	95.70	12	26.69
19	94.93	10	20.28	18	93.79	32	27.48	19	90.87	11	25.36	5	91.36	3	25.36	18	90.18	11	23.69
4	93.71	16	20.19	30	92.19	16	25.35	5	90.72	3	25.38	25	85.46	20	23.26	5	90.12	3	21.75
6	92.30	12	17.84	5	91.54	6	24.85	10	88.91	28	21.96	7	85.00	11	22.17	19	86.82	28	21.61
7	90.95	3	17.27	21	86.87	11	23.88	13	88.86	25	20.52	21	84.90	28	21.07	21	86.55	16	18.10
9	90.98	33	16.52	25	83.19	20	22.63	18	88.70	14	19.45	16	83.31	6	20.28	13	84.27	10	18.06
21	88.83	28	16.43	20	82.77	10	21.42	21	85.61	9	18.97	19	80.98	33	19.54	16	83.69	33	17.51
5	86.84	14	13.80	13	82.62	3	20.00	16	82.87	33	18.66	9	80.52	10	18.99	25	82.75	14	16.43
20	86.39	8	11.46	14	81.44	8	17.06	33	79.72	7	17.23	33	80.52	14	18.47	9	82.70	6	15.91
25	86.01	13	11.46	19	80.48	33	15.92	9	79.70	16	15.55	13	79.69	9	15.98	7	82.42	20	15.78
13	85.91	25	10.14	9	79.62	19	14.63	8	79.66	6	15.29	10	79.40	13	15.18	10	81.01	8	13.82
8	84.79	20	9.85	10	77.33	13	14.46	14	78.74	8	14.62	8	78.34	8	13.20	33	79.60	25	13.70
28	83.57	21	8.73	33	76.02	14	14.42	6	78.55	21	12.56	16	77.80	7	11.86	8	79.53	9	13.66
33	82.16	7	7.70	8	75.35	25	13.92	7	78.52	10	11.96	14	75.50	19	11.78	20	78.75	13	12.70
10	78.40	9	7.70	7	75.15	7	12.88	20	77.56	13	10.17	28	73.80	16	11.66	14	76.19	7	12.20
12	78.31	6	5.07	11	72.23	9	12.38	25	76.35	20	10.00	11	72.15	25	10.14	28	73.18	21	10.03
32	76.25	5	3.95	3	69.48	21	10.25	28	74.78	5	7.37	34	69.17	21	8.84	11	72.07	19	9.23
3	74.84	18	3.85	12	67.19	5	5.25	12	70.76	19	7.28	20	68.26	18	7.26	6	71.80	18	5.80
34	74.65	19	3.85	32	65.71	18	5.21	3	70.74	18	7.09	3	67.04	5	6.59	3	70.52	5	5.75
16	74.55	4	3.75	6	63.38	26	3.88	11	69.44	1	4.14	32	63.04	23	3.47	12	69.82	4	2.71
11	74.45	1	2.54	34	60.92	30	1.96	34	69.04	4	2.94	12	63.01	4	3.16	34	68.45	26	2.68
14	69.09	26	2.54	26	60.56	23	1.92	32	64.43	23	2.57	27	62.57	1	1.75	32	67.36	1	2.11
24	63.19	2	1.22	22	58.88	4	1.00	22	57.50	26	2.51	6	52.97	26	1.66	27	57.47	23	2.01
27	61.68	15	0.00	27	50.63	29	0.96	27	54.99	15	2.03	22	50.39	15	1.51	22	55.64	30	1.23
31	55.97	23	0.00	24	38.12	1	0.00	24	47.69	2	1.75	24	46.10	30	1.33	24	48.77	2	0.89
22	55.78	29	0.00	31	27.81	2	0.00	31	31.02	30	1.57	31	30.86	2	0.58	31	36.41	15	0.88
17	14.09	30	0.00	17	18.27	15	0.00	17	12.16	29	1.15	17	18.28	29	0.29	17	15.70	29	0.61

Fig.1



4 .4.1 . **The Ten Most Encouraging factors to learning**

	Statement no.		%
1	11.15	Getting good grades	98.96
2	11.2	A well organized lecturer	98.03
3	11.29	My ambition to do well	97.40
4	11.30	Encouragement from my parents	96.43
5	11.23	Knowledge of our progress	96.23
6	11.26	Students active participation in class	96.05

	Statement no.		%
7	11.4	Examples and stories in the lectures	95.71
8	11.1	A lively lecturer	95.10
9	11.18	Outside visits and trips	90.18
10	11.5	A highly innovative lecturer	90.12

Other factors encouraging students to learn as indicated by students (Q11)

Close to the ten most encouraging motivational factors are the following

	Statement no.		%
1	11.19	Consulting the lecturer	86.82
2	11.21	Praise	86.55
3	11.13	Questioning by lecturer	84.27
4	11.16	Students leading discussions in class	83.69
5	11.25	Prescribed reading assignments	82.75
6	11.9	Getting handouts	82.70
7	11.7	Variety in teaching methods	82.42
8	11.10	Group discussions	81.01
9	11.33	Provision of well organized points for students to make their own notes	79.60
10	11.8	Talks by visiting lecturers	79.53

Question twelve (Q12) also required students to list any three of the statements given in question eleven (11) that they would like to see more of in order of importance. The findings indicated that the respondents wanted to see more of the following:

-a well organized lecturer

- provision of well organized point for students to make their own notes and,

- a lively lecturer.

A careful study of the three most important factors/items chosen by the student as shown above provided the researcher with information not very different from the findings to question 11.

The factors listed taken together are included in the ten most encouraging factors listed in our analysis of Q11. Even if these factors for questions, Q11. and 12 do not follow the same order, there is enough evidence to show what actually encouraged our students most in the process of curriculum delivery.

4.4.2

Data analysis of the response to Q.11 has also brought the most demotivational factors to learning. They are shown in table 6

Table 6

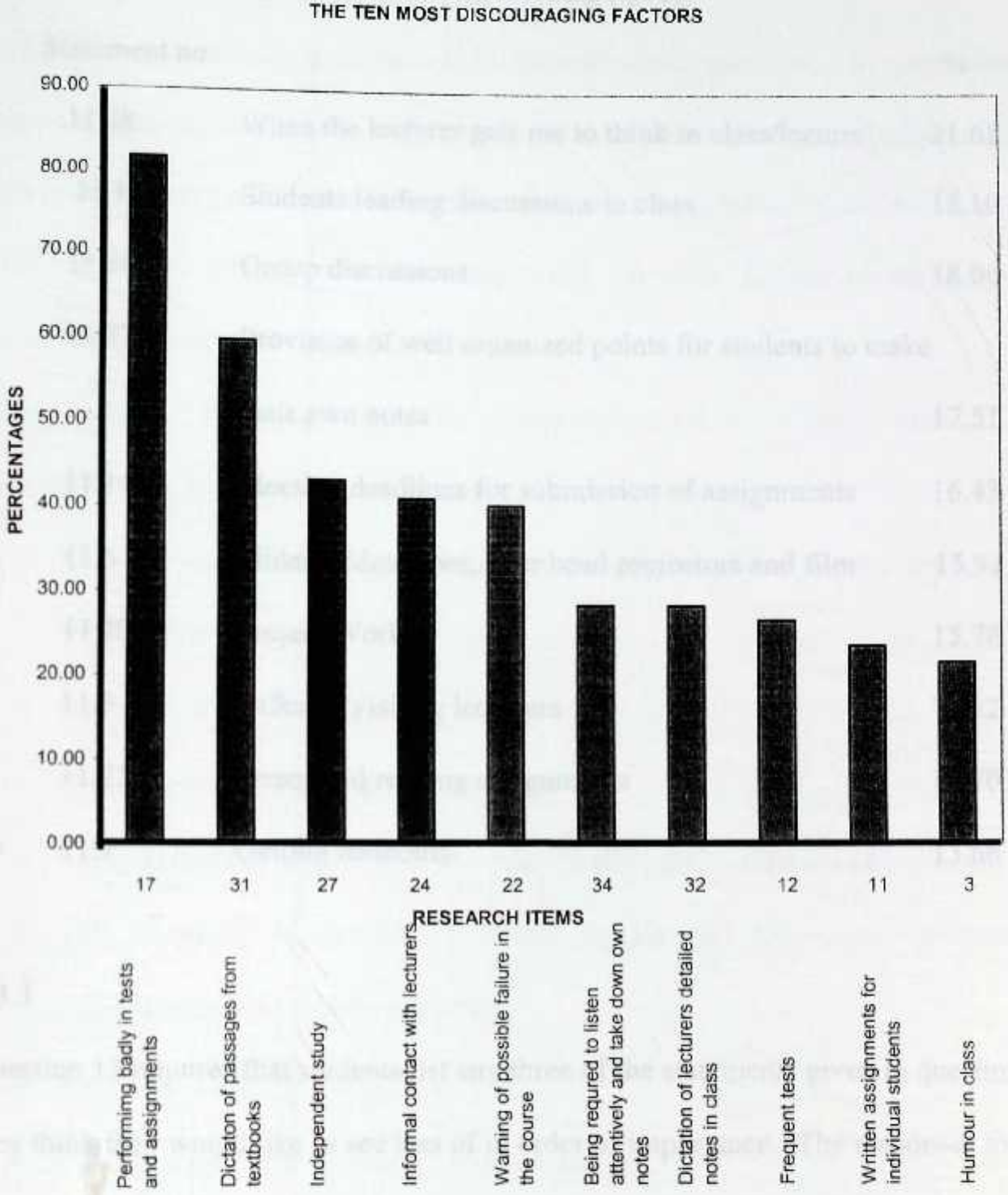
The discouraging factors arranged in the order of importance (All Schools)

Q11	FACTORS	Disc. %
11.17	Performing badly in tests and assignments	81.69
11.31	Dictation of passages from textbooks in class	59.68
11.27	Independent Study	43.2
11.24	Informal contacts with lecturers	40.97
11.22	Warning of possible failure in the course	40.24
11.34	Being required to listen attentively and take down my own notes in class	28.44
11.32	Dictation of lecturer's detailed notes in class	28.39
11.12	Frequent tests	26.69
11.11	Written assignments for individual students	23.69
11.3	Humour in class/lecture	21.75
11.28	When the lecturer gets me to think in class/lecture	21.61
11.16	Students leading discussions in class	18.1
11.10	Group assignments	18.06
11.33	Provision of well organized points for students to make their own notes	17.51
11.14	Meeting deadlines for submission of assignments	16.43
11.6	Slides, video tapes, over head projectors and film	15.91
11.20	Project work	15.78
11.8	Talks by visiting lecturers	13.82
11.25	Prescribed reading assignments	13.7
11.9	Getting handouts	13.66
11.13	Questioning by lecturer	12.7
11.7	Variety in teaching methods	12.2
11.21	Praise	10.03
11.19	Consulting the lecturer	9.23
11.18	Outside visits or field trips	5.8
11.5	A highly innovative lecturer	5.75
11.4	Examples and stories in a lecturer's explanation	2.71
11.26	Students active participation in class	2.68
11.1	A lively lecturer	2.11
11.23	Knowledge of our progress	2.10
11.30	Encouragement from my parents	1.23
11.2	A well-organized lecturer	0.89
11.15	Getting good grades	0.88
11.29	My ambition to do well	0.61

The Ten Most Discouraging Factors to learning

	Statement no.		%
1	11.17	Performing badly in tests & assignment	81.69
2	11.31	Dictation of passages from textbooks	59.68
3	11.27	Independent study	43.20
4	11.24	Informal contact with students	40.97
5	11.22	Warning of possible failure in the course	40.24
6	11.34	Being required to listen and take down notes	28.44
7	11.32	Dictation of lecturers detailed notes in class	28.39
8	11.12	Frequent tests	26.69
9	11.11	Written assignments for individual students	23.69
10	11.3	Humour in class	21.75

Fig. 2


THE TEN MOST DISCOURAGING FACTORS
PERCENTAGES
90.00
80.00
70.00
60.00
50.00
40.00
30.00
20.00
10.00
0.00
17
31
27
24
22
34
32
12
11
3
RESEARCH ITEMS
Performing badly in tests and assignments
Dictaton of passages from textbooks
Independent study
Informal contact with lecturers
Warming of possible failure in the course
Being requred to listen attentively and take down own notes
Dictation of lecturers detailed notes in class
Frequent tests
Written assignments for individual students
Humour in class

Other factors discouraging students from learning (Q11)

	Statement no.		%
1	11.28	When the lecturer gets me to think in class/lecture	21.61
2	11.16	Students leading discussions in class	18.10
3	11.10	Group discussions	18.06
4	11.33	Provision of well organized points for students to make their own notes	17.51
5	11.14	Meeting deadlines for submission of assignments	16.43
6	11.6	Slides, video tapes, over head projectors and film	15.91
7	11.20	Project Work	15.78
8	11.8	Talks by visiting lecturers	13.82
9	11.25	Prescribed reading assignments	13.70
10	11.9	Getting handouts	13.66

4.4.3

Question 13 requires that students list any three of the statements given in question 11 they think they would like to see less of in order of importance. The responses to this question reveal students want to see less of

- dictation of passages from text books in class
- performing badly in tests and assignments and,
- informal contacts with lecturer

4 .4.5 Other Factors Encouraging Students to Learn

Q14. To most students, question 14 and Q15 are open questions. In responding to these questions some students made use of the motivational statements given in Q11. However, majority of the students took advantage of the nature of these two questions (Q14 and Q15) to express their own views on other factors encouraging and discouraging students at the polytechnic.

The reaction of students to Q.14 for example, has given a list of some of the important views expressed by the students. This is as follows

- The awareness that the G.P.A. will eventually be posted on the notice board with student's names.
- Lecturers' dedication to duty.
- Lecturers who are so approachable.
- The provision of course outlines which enables me to read ahead.
- The provision of standard up-to-date notes and knowledge of modern technologies with current examples.
- The ambition to get a first class.
- Regular attendance to class by some lecturers
- Photocopying of lecturers' detailed notes to save time.
- Lecturers telling students the books in which to get the required materials.
- Acceptance of research materials in exams other than given notes.

- More practical work.
- A good study group/group discussion.
- Explanation of lecturers' notes to student.
- Allowing students to use their own approaches to problems if only they give the right solutions.
- Lecturers taking time to explain unknown points to the understanding of every student.
- Lecturers answering questions well in class.
- Dr. Afeti as my model.
- Increasing computer practical classes.
- The school being named the first class polytechnic
- Industrial tours and practical work.
- Giving handouts or topics of discussion to students before lectures.
- Provision of academic calendar early enough.
- When lecturers come to class well organized, deliver excellent lectures and expect students to think and answer questions.
- The awarding of good grades to deserving students.
- Getting handouts at low prices.
- When lecturers allow students to share their views when necessary.
- Students being given several research work to do.
- Good assignments and group discussions after class.

- When students are given more time to use the typewriters for practice.
- When lecturers honour their promise to meet students for lectures.
- Lecturers informing us all as to when examinations are to be taken.
- The competition among students.
- The peace on campus.

4 .4.6

The last question of the questionnaire expects each respondent to list any other factors that might have discouraged their studies at the polytechnic.

. **The corresponding demotivational factors in response to this question expressed in students' own words are also as follows:**

- Delays in the resumption of lectures at the beginning of the semester.
- Some lecturers refuse to come and lecture
- The way some lecturers disgrace students in class.
- Expensive handouts.
- Lecturers coming to class late.
- Lecturers not regular in class
- Sitting more than two hours for lectures.
- Leakages in regard to examination papers.
- Late lectures

- Inappropriate setting of class by visiting lecturers because some students live far away in town.
- Project work could be done in groups.
- Lecturers setting questions outside what has been taught.
- Lecturers refuse to give assignments for the house to be done as such.
- Too much emphasis on examination rather than on what is practically happening.
- Names attached to G.P.A.
- Impromptu testing of students.
- Compulsory buying of lecture notes.
- Having difficulties hearing the lecturer's voice when I sit at the back.
- Copying of notes word for word by lecturers and dictating it to students makes lengthy notes – some lecturers are not current. They give out-dated study notes.
- Giving assignments that cannot be solved using the school library.
- HND Graduates should not be allowed to teach the 2nd & 3rd years.
- Project work should not be defended.
- Some lecturers want us to answer their questions just like it is in their notes. They consider wrong anything that is not in their notes.
- Not much practical lessons to expose students before the industrial attachment.
- Not able to invite local expects to impinge their technical skills on us.

- There have not been many or enough film shows on programmes to enable more interest and studies.
- Lecturers choosing their own convenient time outside the proposed school time- table.
- Some students privately visiting lecturers for tips.
- Some lecturers crack too many jokes in class –too many unnecessary stories in class.
- Exorbitant price of handouts.
- Inability of some lecturers to speak out for those at the back to enjoy he lesson.
- Some lecturers do not mark scripts but give good grades to their preferred students.

4.5 FURTHER ANALYSIS OF FACTORS

4 .5.1

Assessment - the process by which the quality of an individual's work or performance is judged, is a crucial factor in the teaching – learning process. Tests and examinations are the most common instruments used in measuring educational achievements.

From the survey, students of Ho Polytechnic seem to be so much concerned with issues pertaining to testing and assessment. Of the ten most encouraging factors, Q11.15 - getting good grades, has the highest response of about 99%. Again from the survey Q11.17 – performing badly in tests and assignments, ranks the first most

- examples and stories in a lecturer's explanation (11.4),
- a lively lecturer (11.1),
- a highly innovative lecturer (11.5), innovators, are important agents of change.
- Humour in class / lecturer (11.3) comes as a demotivating factor. Perhaps too much of it discourage learning.

The above factors are a reflection of delivery styles that motivate, stimulate and maintain students' interest for learning to be effective. The lively and well- organized teacher, so enthusiastic about his subject, has the ability to generate student interest to create that atmosphere conducive to learning effectiveness.

4 .5.3 **Teaching Methods**

The relative appropriateness of teaching and learning methods promotes effective learning. From the survey, students' active participation in class (11.26) pulls sixth (6^{th}) among the ten most encouraging factors. The other encouraging factor relating to teaching methodology – outside visits and field trips (11.18), comes as the ninth (9^{th}) most encouraging factor.

Of the ten most discouraging factors, dictation of passages from text books in class (11.31) comes second (2^{nd}). The dictation of a lecturer's detailed`` notes in class (11.32) comes as the seventh (7^{th}) most discouraging factor. This could be due to the

time spent in copying notes in class. A teaching technique may require students to listen attentively to make their own notes as given in statement number 34 of question 11.

To the students as noted in the survey, listening and taking down own notes also discourages them to learn. Perhaps what they would prefer is the provision of well organized points for students to make their own notes, (11.33), the 14th most discouraging factor.

The pattern of teaching and learning in higher institutions, as has been pointed out in a research by Ametepe (1994), is largely in the form of dictating notes to students. This practice is purported to be in tune with the academic strivers, and not in tune with the intellectuals in the class. For the intellectual capacity development of students, in the institutions of higher learning there is the need to take a second look at this pattern of teaching and learning (Ametefe, 1994). The findings from this research, perhaps, could send the same message to the tutors in the polytechnics.

Question 14 on the questionnaire expects students to list any other factors that encourage their studies at the polytechnic..Reacting to this question, some students felt lecture notes prepared by lecturers, could be photocopied since the facilities are now available. To the students the time spent in copying notes in class could be used for the explanation of points to the understanding of every student. During

discussions, students who in their own research have come across other points could raise them up for their acceptance or rejection. According to the findings of this research, students feel really disappointed when during examination, teachers reject points discovered through their own research which are not included in lecturers' notes to them.

Student Characteristics

The students are here in the polytechnic with a purpose in mind and their motives for being here, perhaps, affect their approach to academic work. Students who are highly anxious tend to be teacher-dependent, and prefer that teachers control everything .Other students are more flexible and cherish individualized learning approaches. Teachers need be familiar with characteristics students exhibit from time to time. The highly anxious student may be highly motivated by encouragement from parents and friends (11.30). The highly determined is more independent and could be more encouraged by ' my ambition to do well ' – statement number 29 of question 11.

Handouts: The distribution of handouts is acceptable to most students. The students agree they give an authentic record of the lecture content. However, some students are of the opinion, handouts or topics for discussion could be given to them before lectures. This will enable them to prepare and participate actively in class discussions should the need arise.

The only discouraging aspect of the handout has to do with students paying exhorbitant prices for the handouts. Instead of buying from the teachers, students these days, cleverly obtain just a few copies from other colleagues to make their own photocopies. Probably due to the need to pay for handouts, this factor comes as the sixteenth (16^{th}) most encouraging factor or item (11.9) to students with 82.7 % response.

This research has also revealed that students of the polytechnic have nothing or little to say about talks by visiting lecturers (11. 8), and the use of slides, video tapes, over-head projector and films. This could be due to the relatively little exposure. About 7.0% of the respondents could not tell whether talks by visiting lecturers item (11. 8) encourage or discourage them to learn. For item 11.6 – slides, etc the figure is as high as 12%, an indication that those facilities are not employed much in the process of curriculum delivery.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

The student remains the central person in the education process. The effectiveness of students' learning, thus, should be considered a highly important yardstick for measuring teaching quality. Measures of students' satisfaction may be the main way that students can influence the quality of teaching and course delivery. High student satisfaction equates with high quality and standard.

From the survey, the students very strongly agreed that

- they value first meetings with their lecturers
- they are motivated to work when the lecturer is confident that they will do well in the course if they make the effort
- they are more interested in doing assignments for lecturers who are interested in the process of students
- interest in the course of study motivates them to work hard
- knowledge of what the course was about motivated them to work
- success in first assignments encouraged them to study and that,
- studying for the course was made easier when they knew how they would be examined.

The response of students has also brought out some ideas about the type of lecturers that students admire – for example, a well organized, lively, and highly innovative lecturer, very enthusiastic about his subject, punctual and regular in class ,and interested in the progress of his students.

The survey has shown that students in Ho Polytechnic are so much concerned with issues pertaining to testing and assessment. Getting good grades was the number one factor that encouraged them to learn. Performing badly in tests and assignments to the students was the factor that discouraged them most to learn effectively.

What really could prevent teachers of Ho Polytechnic from giving to students a clear understanding of what is to be measured, or the form that examinations will take?

Is it likely students will make faster and greater progress if they are told what they have to achieve and what they must do to succeed?

From the survey results, perhaps teachers could be advised decisions on what to assess, how to assess, and when to test should be communicated to students at the beginning of the course. It could, if possible be included in the course outline to students. This will go a long way to minimize anxiety or tension which often mar

students' performance. It may even minimize the incidence of cheating and that temptation to bribe or consult teachers for question papers as students often allege.

RECOMMENDATIONS

Students are the only people who experience the full impact of teaching. They need not be told whether a particular teacher teaches them well or not. They have all the answers. Teachers at the institutions of higher learning are greatly advantaged. It is very important that these teachers employ all available means to explore the experiences of their students to know their learning needs.

The study has revealed that students find the first semester of the first year most challenging. This could the due to the inadequate acquisition of the high level skills so crucial for academic work.

- Teachers handling the first year students especially should not take things for granted. Teachers, perhaps, are advised to take their time to prepare the minds of the students adequately for work at the tertiary level.

- For a good start, teachers can plan their lessons to integrate essential study skills with the teaching of their subject discipline.
    - take into consideration the views of students when planning the course of study

- provide students with detailed course outlines as early as possible
- make it possible for students to have a clear understanding of assessment procedures

To win the confidence of students,

- teachers must prepare themselves for their lesson. If you know you cannot lecture off-the-cuff, equip yourself with a good lesson plan. Teachers must be well informed to give up to-date information to their students. It's too boring copying old notes. In the teaching of Economics, for example, it is important to follow the news in the press, see how that relates to what we learn in the classroom, try to see the topic in the budget or any package the government may present, read committee reports and see if these make some sense.

Considering the massification with its attendant resultants and frustration and pressure or staff and students, should teachers continue to stick to the traditional lecture method?

- The lecture method could be enhanced by other teaching methods, The employment of electronic devices, and more field trips are good enough.
- Renowned writers are producing different types of software on different subjects. Teachers should be encouraged to use some of these in their own

teaching instead of relying on old text books at all times. Teachers and students should show greater interest in reading very current journals.

Assessment procedures – the time for examinations is included in the academic calendar for each semester. Each individual teacher has the added responsibility to furnish students with the details on examinations. To students, the grades scored in class is the first most encouraging factor to learn.

- Perhaps teachers could be advised to handle students' grading system with care. There is no point in giving students very high marks when general standards are perceived to be low. The grades can raise the wrong kind of motivation. It is important teachers mark students' scripts thoroughly, with a well prepared and standard marking scheme serving as their guide. Teachers should be mindful of the dangers of over marking or down marking students. Teachers should undertake more research into measurement techniques to improve upon the quality of educational assessment.

Some lectures claimed the students could be boring. Passive learning should be discouraged. To encourage students' active participation, for example, effective group discussions even in the classroom can break the monotony of the lecture.

- The brainstorming technique can also be employed for creative thinking for students to put forward their own ideas. Peer tutoring and team teaching can be encouraged as well .

Furthermore, teachers should not only be interested in the number of students who pass or fail in their subjects. Instead,

- They should try to note the causes of failure and success especially among first year students.

To sum it all, a teachers 'personality' – an embodiment of a teacher's delivery style - makes a considerable impact on the class. The positive impact aids communication to the admiration of students. Where the impact is negative, the personality of the teacher acts as 'noise' which interferes with the transmission and reception of information. As reflective practitioners lecturers need to be thorough and professional in their preparations to have confidence in the classroom.

Suggestions for Future Research

The research topic is an interesting aspect of pedagogy. It is my wish other teachers develop the interest, conduct further research into the learning situation as

experienced by our students to bring out concrete suggestions to be employed by teachers to enhance students learning.

Research could cover teacher modeling of motivation to learn. Lecturers of Ho Polytechnic could undertake more research into strategies for stimulating student motivation and different motivation models.

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QUESTIONNAIRE I

This questionnaire is purely for academic purposes. It is intended for determining how best we can help you in your studies. Your coo-operation is highly needed in this exercise. The questionnaire is anonymous.

Please answer all questions by ticking the appropriate box.

1. State your Programme and year .....
2. Please indicate your gender Male ☐ Female ☐
3. Considering your stay at the polytechnic, which period, do you find most difficult as far as academic work is concerned?

First Year: First Month ☐ First Semester ☐ Second Semester ☐

Second Year: First Mesmeter ☐ Second Semester ☐

Third Year: First Semester ☐ Second Semester ☐

		True	False
4.	I was motivated to work I when knew what the course was about	☐	☐
5.	Studying for the course was made easier when I knew how I would be examined.	☐	☐
6.	The first meeting with our lecturers are important as they indicate what will happen during the semester	☐	☐
7.	I am more interested in performing assignments given by lecturers who are interested in the progress of their students	☐	☐
8.	I am motivated to work when the lecturer is confident that we will do well in the course if we make the effort	☐	☐
9.	My success in the first test/assignment I sat for this year encouraged me to study well for the rest of the year.	☐	☐
10.	I am motivated to study because I am interested in my course	☐	☐
11	The following encouraged/discouraged me from learning: Please put a tick for each item in the most appropriate box.	☐	☐

		Encourages	Discourages
11.1	A lively lecturer	☐	☐
11.2	A well-organised lecturer	☐	☐
11.3	Humour in class/lecture	☐	☐
11.4	Examples and stories in a lecturer's explanation	☐	☐

		Encourages	Discourages
11.5	A highly innovative lecturer	☐	☐
11.6	Slides. video tapes, overhead projectors and film	☐	☐
11.7	Variety in teaching methods	☐	☐
11.8	Talks by visiting lecturers	☐	☐
11.9	Getting handouts	☐	☐
11.10	Group assignments	☐	☐
11.11	Written assignments for individual students	☐	☐
11.12	Frequent tests	☐	☐
11.13	Questioning by lecturer	☐	☐
11.14	Meeting deadlines for submission of assignments	☐	☐
11.15	Getting good grades	☐	☐
11.16	Students leading discussions in class	☐	☐
11.17	Performing badly in tests and assignments	☐	☐
11.18	Outside visits or field trips	☐	☐
11.19	Consulting the lecturer	☐	☐
11.20	Project work	☐	☐
11.21	Praise	☐	☐
11.22	Warning of possible failure in the course	☐	☐
11.23	Knowledge of our progress	☐	☐
11.24	Informal contacts with lecturers	☐	☐
11.25	Prescribed reading assignments	☐	☐
11.26	Students active participation in class	☐	☐
11.27	Independent study	☐	☐
11.28	When the lecturer gets me to think in class/lecturer	☐	☐
11.29	My ambition to do well	☐	☐
11.30	Encouragement from my parents	☐	☐

		Encourages	Discourages
11.31	Dictation of passages from textbooks in class	☐	☐
11.32	Dictation of lecturer's detailed notes in class	☐	☐
11.33	Provision of well organized points for students to make their own notes	☐	☐
11.34	Being required to listen attentively and take down my own notes in class	☐	☐

12. Which 3 of the above items would you like to see more of? List them in order of importance below:

12.1 .....

12.2 .....

12.3 .....

13. Which of the above items would you like to see less of? List them in order of importance below:

13.1 .....

13.2 .....

13.3 .....

14. List below any other factors you think of that have encouraged you in your studies at the polytechnic.

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15. List below any other factors you think of that have discouraged you in your studies at the polytechnic.

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