



## THE EFFECTS OF LACK OF QUALIFIED ENGLISH LANGUAGE TEACHERS ON THE PERFORMANCE OF SENIOR HIGH SCHOOL STUDENTS. A CASE STUDY OF SELECTED SCHOOLS IN TAMALE METROPOLIS

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### ABSTRACT

The study is designed to find out if the qualification of the English teachers has direct or indirect bearing on the performance of the students in English language. The topic was built on the assumption, apparently shared by most people especially our educational policy makers that any fluent speaker of English automatically becomes an effective English teacher. Two secondary schools in the tamale metropolis were selected for the study. Questionnaires were distributed to the students and teachers in the selected schools. The responses were analysed using descriptive survey. The study found out that teacher's qualification does affect student's performance. Recommendations were made on how to improve on the quality of teachers already in the classroom.

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### INTRODUCTION

English language plays a number of rolls in socioeconomic, political and cultural development of the Ghanaian society. It doubles as the lingua franca of our dear country. The abysmal performance of Senior High school students is a cause of greater concern for all players in the educational area. What makes the problem worse is the fact that English language is the medium of construction in schools in Ghana except the primary schools. This pivotal role of English cannot therefore be over-looked. The trend of how students fail the subject seems to be better in some schools as compared to others. A number of factors according to earlier researches have been linked to the causes but paramount is the issue of QUALIFICATION OF TEACHERS OF ENGLISH LANGUAGE. This is more

important because in the business of teaching and learning the teacher offers what he or she has, you can not offer that which you don't have. The qualification of teachers involved in teaching and learning has a great role in the performance of the student and it is this effect that this study is set out to accomplish. Chomsky (1972) states that "one cannot really teach language but can only present conditions in which it will develop spontaneously in the mind in its own ways. Language is something which internalized in the mind of the individual. The question of who should teach English effectively in a second language situation needs special consideration. The search for a worthwhile answer has formed basis of the topic of this project as a case study of some 4 selected senior high schools in the Tamale metropolis.

#### STATEMENT OF THE PROBLEM

It is assumed that only those who have professional training in English language teaching should teach English language. The English teacher should be the one whose competence and proficiency in all the language skills are in good measure especially in written and conversational English. The English teacher should be abreast with the current usage and theoretical aspect of English. In Ghana today, most students in the senior high schools and even the universities lack the ability to communicate effectively in English both oral and written.

Adekunle (1969) maintain that "it is in putting down their ideas on paper in grammatical English that most senior high school has greatest difficulty". This situation has not changed over the years. This is still the major problem faced in English today. It is therefore important to find out if the qualification of the English teachers has actually had any effect on the performance of the student, written and spoken.

#### REVIEW OF RELATED LITERATURE

Adedokum,(2011) was of the view that poorly trained English and untrained teachers of English were employed to teach and prepare Senior High School students for the school certificate examination. This situation contributed immensely in poor performance in English language among senior high school students. Therefore is clear to us that inadequate qualified teachers in out Senior High Schools lead to poor performance in English Language since it is a technical area of study which needs special people. Inadequate infrastructural facilities and instructional media are regarded as another effect of lack of qualified English teachers on the performance of senior high school students in English language.

Igwe (1983:76) writing on "Issues and problems of qualified and quantitative education in Nigeria said; under poor quality of teaching staff, we cannot achieve quantitative education at this level of the school system since there is intimate relationship between the quality of education in any school and the quality of teachers who operate them, Another survey shows that the trained teachers are more efficient than non-trained

teachers at the secondary level of the English language in Ukraine (Johnson 2001).

Ukeje (1991) support this view in one of his articles titled "Quackery in the Teaching profession" " He says that, there is a direct relationship between the quality of teaching of the personnel and the quality of the educational process, the defect in quality of the present Nigerian educational systems are partly the result of poor teachers". One observes that, when there is a shortage of teaching staff in schools all grades of teachers are consequently recruited to fill in gaps. The secondary schools in Tamale Metropolis are no exception to this practice.

Such unqualified teachers include holders of Diploma in Accounting studies and other fields of study other than education. It is pertinent to note that these grades of teachers have not acquired the rudiments of the teaching profession and therefore have not mastered the art and skill of impacting knowledge they are expected to impact to students. The general clam about the falling stands of education may have stemmed partly from lack of adequate qualified English teaching personnel.

In support of this, Nwadu,(1979) has this to say; " the maintenance of good standard of academic achievement depends upon an adequate supply of trained teachers.

Igwe (1977) conducted a research in which he discovered that the ratio of qualified teachers to students in secondary schools in one of the neighboring state, Enugu state, stood at 1.55. This proved that the number of qualified teachers in our schools as at that time was found to be deficient. The case is still the same even today and this shortage, no doubt affects the schools in Ghana and Tamale Metropolis. This results in over laboring of the qualified (English) teachers, since most of them will be assigned to subjects outside their area of specialization. All these invariable increase inefficiency with the profession, which results to poor academic performance in school by students. Inadequate qualified English language teachers also cause poor performance of students of senior high schools in English language. Due to the above mentioned, in some schools other subject teachers are forced to teach English language and some who even read it exhibit poor abilities in oral and written

expression of it. Therefore, with this kind of situation these teachers never teach effectively and have poor performance from their products.

Fema, (2003) was of the view that, the major cause of the error in English used by Nigerians can be attributed to the interference of mother tongue with the English is only used within the four walls of the classroom and ends there. The above situation clearly shows that dominance of Mother tongue in Northern region and also in Ghana is part of the poor performance of students in the Senior High Schools in English language. The above situation clearly shows that dominance of mother tongue Tamale metropolis contributed immensely in poor performance in English among Senior High School students.

Roger, (1981) starts that instructional materials and facilities are important part of the process of learning as they provide practice and feedback in learning track. In our present day senior high schools particularly public school students are learning under trees or living in dilapidated classroom. In addition to that even where there are enough classes they are over crowded and language

elaborative and library with adequate book are lacking. All these cannot allow for proper learning of English language and other subjects hence lead to poor performance.

Sa'ad (2007) was of the view that teaching and learning take place effectively when classes are moderate. But the present day class is over populated with students over 70-80 and this can not allow for proper teaching and learning. On the other hand, in the area of instructional materials/ resources to media, there is dominance of text books, dictionaries, workbooks and posters in the teaching of English language in senior high schools in Nigeria. Therefore it is clear to us that inadequate instructional media/materials as well as facilities inn teaching English Language leads to poor performance among Senior High School in Tamale metropolis.

#### DATA PRESENTATION AND ANALYSIS OF RESULT

Research question 1:

What are the effects of lack of qualified English language teachers on the performance of schools in Tamale metropolis?

N/S	QUESTIONNAIRE	YES	%	NO	%
1	Do you prefer to speak English to your mother tongue at school	72	19%	328	82%
2	Does your mother tongue cause problem to you in learning English language?	361	95%	39	5%
3	Are there available instructional media materials and facilities in your school?	50	10%	350	90%
4	Are there available qualified English language teachers in your school?	30	8%	370	92%
5	Are proper teaching methods used in teaching English language in your school	72	19%	328	82%
6	Is there language laboratory for teaching English language in your school?	5	1%	395	99%

In the table above, 72 representing 19% prefer English language to their mother tongue while in school. But 323 representing 81% prefer speaking mother tongue while in school to English language. However, 361 representing 95% were of the view that, mother tongue cause problem to them in learning English while 39 representing 5% were against this view. About 50 respondents

representing 13% were of the view that there were instructional media and facilities in their schools while 350 respondents representing 87% were saying that no instructional media and facilities in their schools. Only 30 respondents representing 8% said that they have qualified English language teachers in their in their school while 370 respondents representing 92% were saying that

there were no enough English language teachers in their schools.

Only 77 respondents representing 20% said that English language used appropriate methods of teaching in discharge of teachers, while 323 respondents representing 80% said that teachers of English language do not use appropriate methods in teaching English language in their schools.

Finally, all the respondents said that there was no single language laboratory in both schools selected in the Tamale metropolis.

Therefore, it is clear that the effects of lack of qualified English language teachers on the performance of senior high school in some selected school in Tamale metropolis include, students lack of interest in speaking English dominance of mother tongue even in school, insufficient instructional media and facilities, using of inappropriate methods in teaching English language and lack of language laboratory in both schools.

Table 2: showing responses of research questions from masters.

N/S	QUESTIONNAIRE	YES	%	NO	%
1	Do you prefer to use English during teaching of English language to the used of your mother tongue?	10	20%	30	80%
2	Does your mother tongue cause problem to you when you teaching English language in your school?	35	95%	5	5%
3	Do you use appropriate methods in teaching English language in your schools?	12	22%	22	78%
4	Do you undergo any capacity building workshop or INSET in your schools?	15	30%	25	70%
5	Are you a professional trained English language teacher in your school?	10	20%	30	80%
6	Is there language laboratory for teaching English language in your school?	00	00%	40	100%

In table 2 above, 10 respondents representing 20% prefer using English language during English lessons in their schools while 30 respondents representing 80% were against this view.

However, 35 respondents representing 95% were of the view that their mother tongue causes problems to them where they are teaching English in their schools. While 50 respondents representing 50% said that the mother tongue do not cause problem to them during English lessons in their various schools.

Among 12 respondents representing 22% were of the view that they employ appropriate methods in teaching of English language in their schools while 28 respondents representing 78% said

they do not use appropriate methods in English lessons in their schools.

Only 15 respondents representing 30% confirmed that there was regular capacity building in-service training workshop organized for them 25 respondent representing 70% were against this view. There were 15 respondent representing 30% said that they are professional English language teachers. Therefore, it is obvious that the effects of lack of qualify English language teachers on performance of SHS students in both schools in Tamale metropolis is chide. Dominance of mother tongue during English lessons, problems mother tongue cause to English teachers, inappropriate methods used by English teachers, lack of inset for teachers of English.

Table 3: showing responses on research Q2 obtained students

N/S	QUESTIONNAIRE	YES	%	NO	%
1	Can employment of qualified English language teachers improve your learning of English in your schools?	400	100%	00	00%
2	Do you think the use of appropriate teaching methods by teachers can improve your learning of English	400	100%	00	00%

	language?				
3	Do provision of appropriate instructional media / materials and facilities improve learning of English language in your schools?	380	97%	10	3%
4	Do you think listening to any English language programmes can improve learning of English language in your schools?	375	94%	25	6%
5	Do you think organizing debates in your schools can improve the learning and performance in English language?	325	80%	75	20%
6	Is there language laboratory for teaching English language in your school?	5	1%	395	99%

All the 400 respondents representing 100% were of the view that provision of qualified English language teachers can improve the performance of students. Again, all the 400 respondent representing 100% were of the view that the use of appropriate and proper methods of teaching can improve student's performance.

I table three above , 380 respondents representing 97% were of the view that provision of an appropriate use of instructional media can improve the teaching and learning as well as performance of senior high school students in English language in Tamale metropolis whiles 10 respondents representing 3% were against this view. 330 respondents representing 83% were of the view that provision of language laboratory for teaching English can also improve the performance of students while

70 respondents representing 18% were against this view. 375 respondents representing 94% were of the view that listening to English language programmes via television and other means improve the performance of students in English while 25 respondents representing 6% were against.

Finally, 325 respondents representing 80% were of the view that organizing and participating in debates by students can improve their performance while 75% respondents representing 20% were against this view. Therefore it is clear that provision of instructional materials, qualified teachers, using proper methods, availability of language laboratory, listening to English programme and participation in debate by students improve the performance of students in English language and even other subjects.

Table 4: showing responses on research question two (2) obtains from teachers

N/S	QUESTIONNAIRE	YES	%	NO	%
1	Does the employment of professional trained English language teachers can improve the learning of English language among students in your schools?	40	100%	00	00%
2	Does appropriate used of teaching methods can improve the learning of your students in English language in your schools?	40	100%	00	00%
3	Do provision of appropriate instructional media/ material as well as facilities can improve teaching and learning in English language in your school?	40	100%	00	00%
4	Do you think organizing debates can improve learning of English language among your students in your schools?	38	98%	2	2%
5	Do you think listening to English programmes can improve learning of English language among your students in your schools?	35	95%	5	5%
6	Is there language laboratory for teaching English language in your school?	5	1%	395	99%

In the table above, 40 respondents representing 100% were of the view that, employment of professional trained English language teachers can improve their students learning is English language in their schools. But no respondent representing 00% against it. However, 40 respondents representing 100% said that appropriate used of teaching methods by English language teachers can improve students learning of English language teacher can improve students learning of English language whereas 00 respondents representing 00% were against this view. Also, all the respondents representing 100% were of the view that provision of appropriate instructional media or materials as well as facilities can vehemently improve the learning of English language among students in senior high school. Specifically the selected schools in Tamale metropolis. 38 respondents representing 98% were of the view that organization of debate competitions and others can improve the performance of students in English language, 2 respondents representing 27% were against this view. Again, 35 respondents representing 95% said that listening to English programmes by students can improve their performance in English language while 5 respondents representing 5% vehemently kicked against this view. Finally, it is obvious that, all the questionnaire administered is taken into consideration by both school administrations, Ghana education service and ministry of education can acceleration the performance students in English language in Ghana precisely the selected schools in Tamale metropolis of Northern Region of Ghana. Based on the finding of this study, the following conclusions were made: dominance of mother tongue, inadequate towards innovation and use of instructional media, negative attitude of students towards learning English, improper use of teaching methods by teacher, unqualified English teachers, that provision and appropriate use of instructional media or material, provision of qualified teachers in English language, use of proper method of teaching, provision of language laboratory, listening to English language programs and engage students in debating activities can improve performance of S.H.S students

in English language in the two schools in Tamale metropolis.

#### RECOMMENDATION

The researchers of this work recommends that, this project should be kept as a source of information for the ministry of education and Ghana education service, and also be a reference material; for further studies. Based on the finding of this research, the researchers recommend that, the following should be considered by both the ministry of education and Ghana Education service.

- a. Qualified teachers of English language should always be employed to handle the course in all the senior high schools in Tamale metropolis.
- b. adequate instructional media / materials should be provided where available improvisation teachers of the selected senior high schools on Tamale metropolis of northern Region. Proper supervision by both the administrations of the senior high schools of Tamale metropolis and ministry of education should be conducted to make sure teachers of English language are actually doing what they are expected to do.
- c. inter senior high school competition in area of debate and other academic activities should be organized by the state ministry of education at least twice a year. This will defiantly improve the spoken aspect of English language among the senior high school students in Tamale metropolis
- d. there should be provision of at least one language laboratory for English language teaching. This will improve the performance of students in senior high school in the selected schools in Tamale metropolis.

#### SUGGESTIONS FOR FURTHER STUDIES.

The study was to investigate the effects of qualification of English language teachers on the performance of senior high school students in some selected schools in Tamale metropolis, Northern Region, Ghana. Further studies could look into the influence of mother tongue on senior high school students in English Language. Inappropriate

teaching methods used by English Language teachers in senior high schools in Ghana.

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