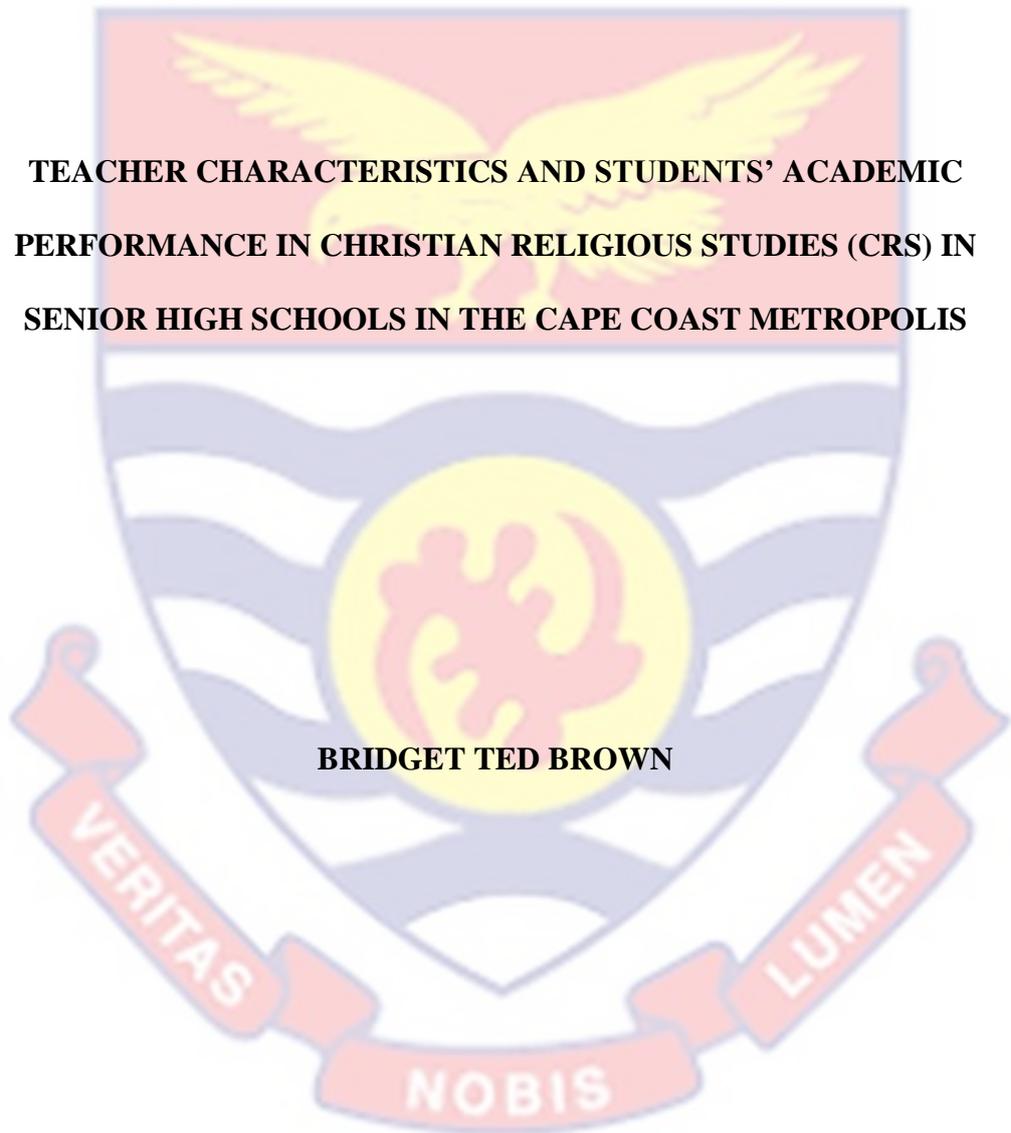


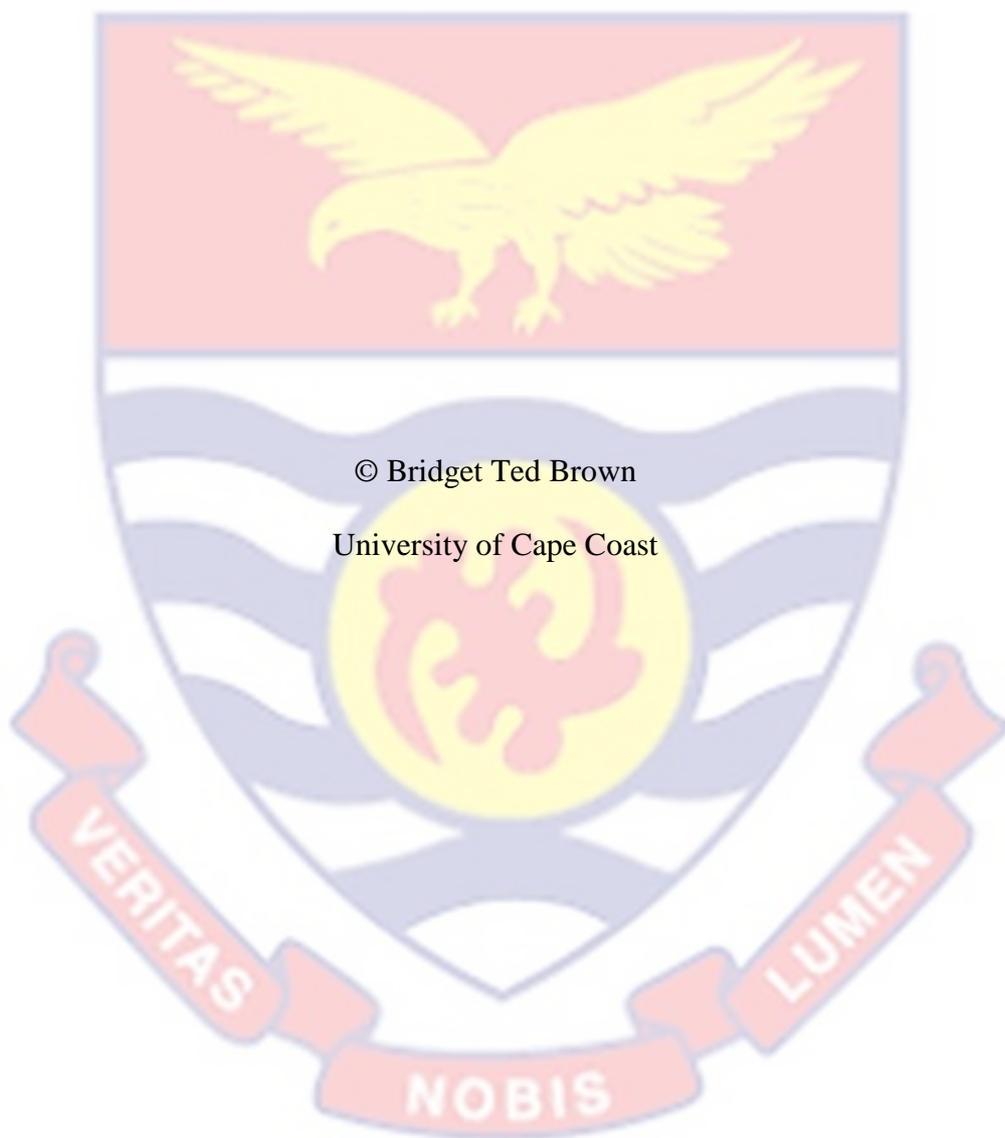
UNIVERSITY OF CAPE COAST

**TEACHER CHARACTERISTICS AND STUDENTS' ACADEMIC
PERFORMANCE IN CHRISTIAN RELIGIOUS STUDIES (CRS) IN
SENIOR HIGH SCHOOLS IN THE CAPE COAST METROPOLIS**



BRIDGET TED BROWN

2021



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PERFORMANCE IN CHRISTIAN RELIGIOUS STUDIES (CRS) IN
SENIOR HIGH SCHOOLS IN THE CAPE COAST METROPOLIS

BY

BRIDGET TED BROWN

Thesis submitted to the Department of Arts Education of the Faculty of
Humanities and Social Sciences Education, College of Education Studies,
University of Cape Coast, in partial fulfilment of the requirements for the
award of Master of Philosophy degree in Arts Education (Religion)

APRIL 2021

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate' Signature: Date:

Name:

Supervisor's Declaration

I hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Supervisor's Signature: Date:

Name:

ABSTRACT

Quality teacher is one of the key school related factors that significantly affect students' academic achievement. The study was conducted to analyze the effect of the characteristics of teachers on the academic performance of students in Christian Religious Studies (CRS) in Senior High Schools in the Cape Coast Metropolis. Descriptive, explanatory survey template was used in the analysis. The study population was all CRS students and questionnaire were distributed to 458 students out of 10464, using proportionate random sampling technique. Inferential statistics (Pearson Correlation and Multiple linear regression) were used to evaluate the collected data. There were statistically significant correlations teachers' professional knowledge, professional practice, and professional value and attitude and the students' academic performance in CRS. The study further revealed that teacher characteristics (professional knowledge, professional practice, and professional value and attitude) were statistically significant in predicting and influencing students' academic performance in CRS, and teachers' professional knowledge was the highest predictor. The study recommended that the Ministry of Education (MoE) in partnership with the Ghana Education Services (GES) should continue to organize seminars and workshops to develop teachers' professional knowledge, professional practice and professional values and attitudes, to enlighten teachers more on the advantages of innovative and instructional practices that are geared towards students' learning.

KEY WORDS

Christian Religious Studies (CRS)

Continuous Professional Development (CPD)

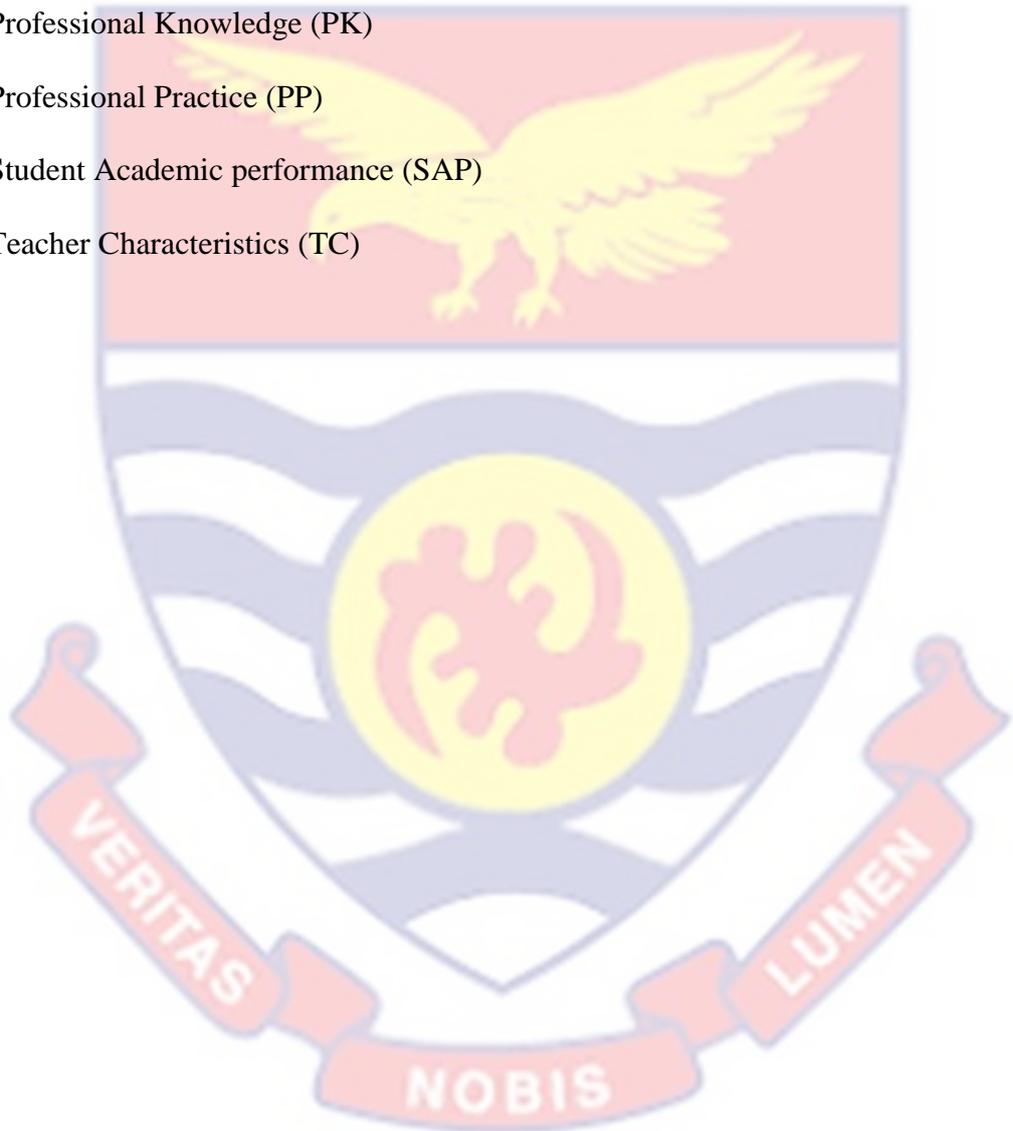
Professional Values and Attitudes (PVA)

Professional Knowledge (PK)

Professional Practice (PP)

Student Academic performance (SAP)

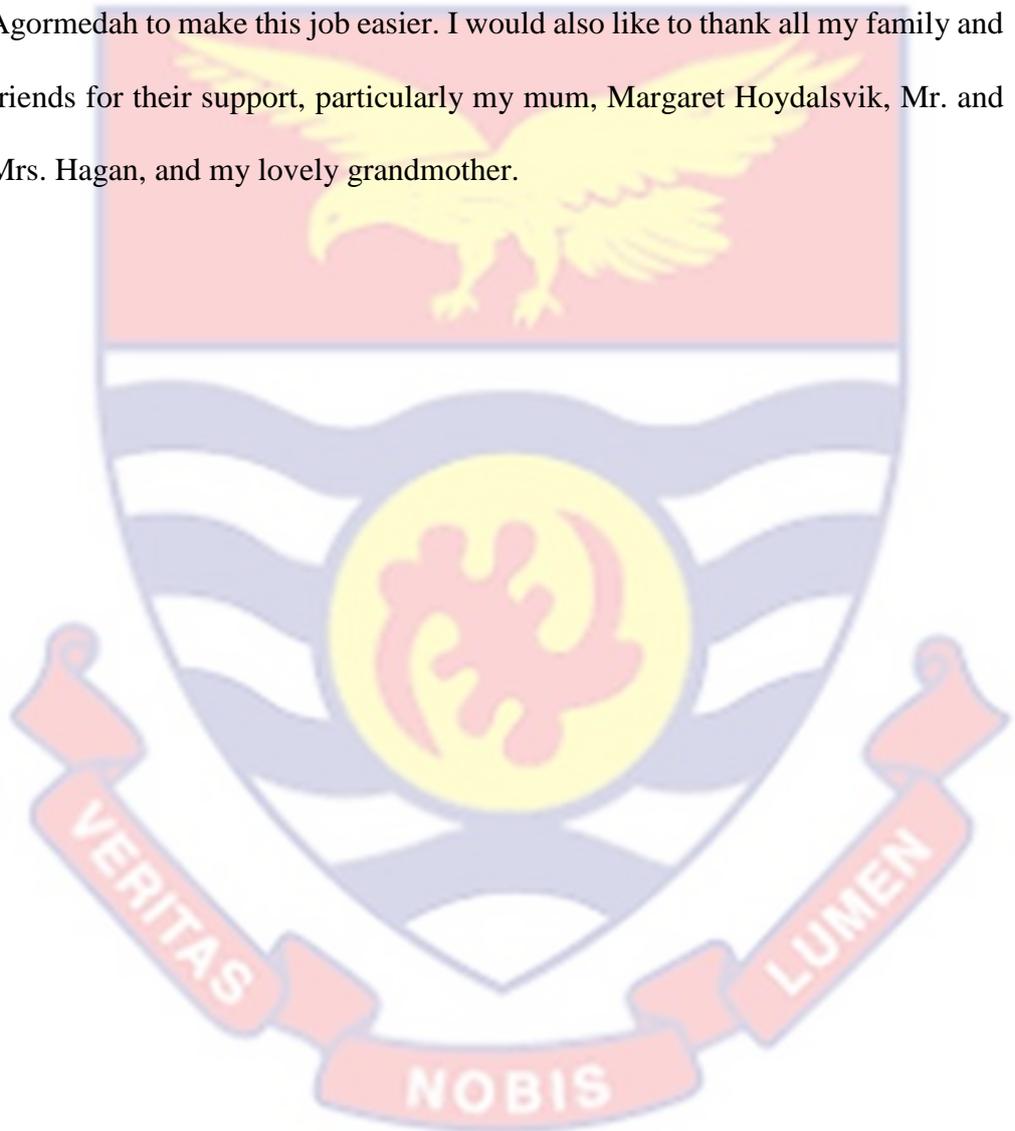
Teacher Characteristics (TC)



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DEDICATION

To Richmond Kobina Appiatse, Meera, Manoj, Brian, Natalia, Juweira, Elsa,
Kweku and Kojo

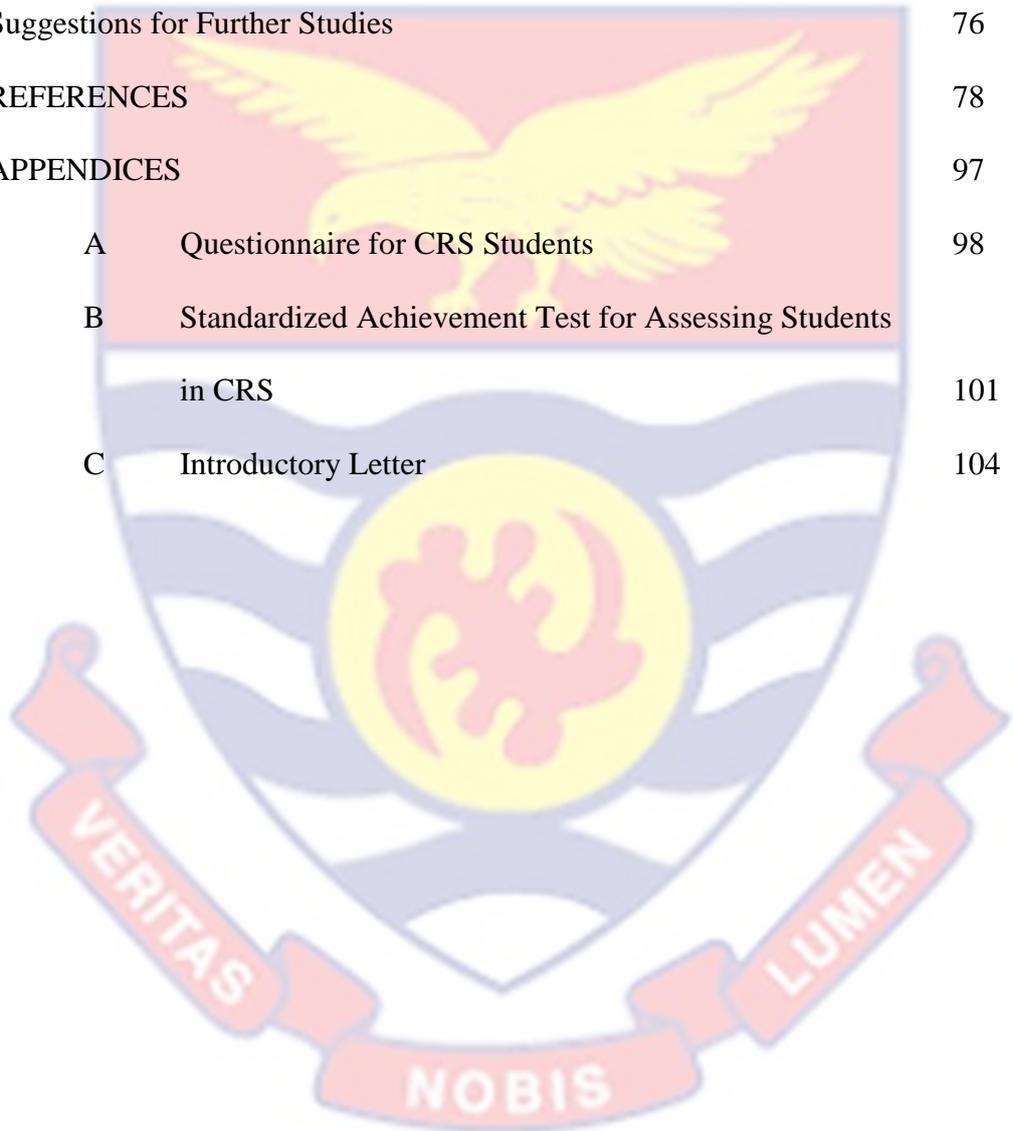


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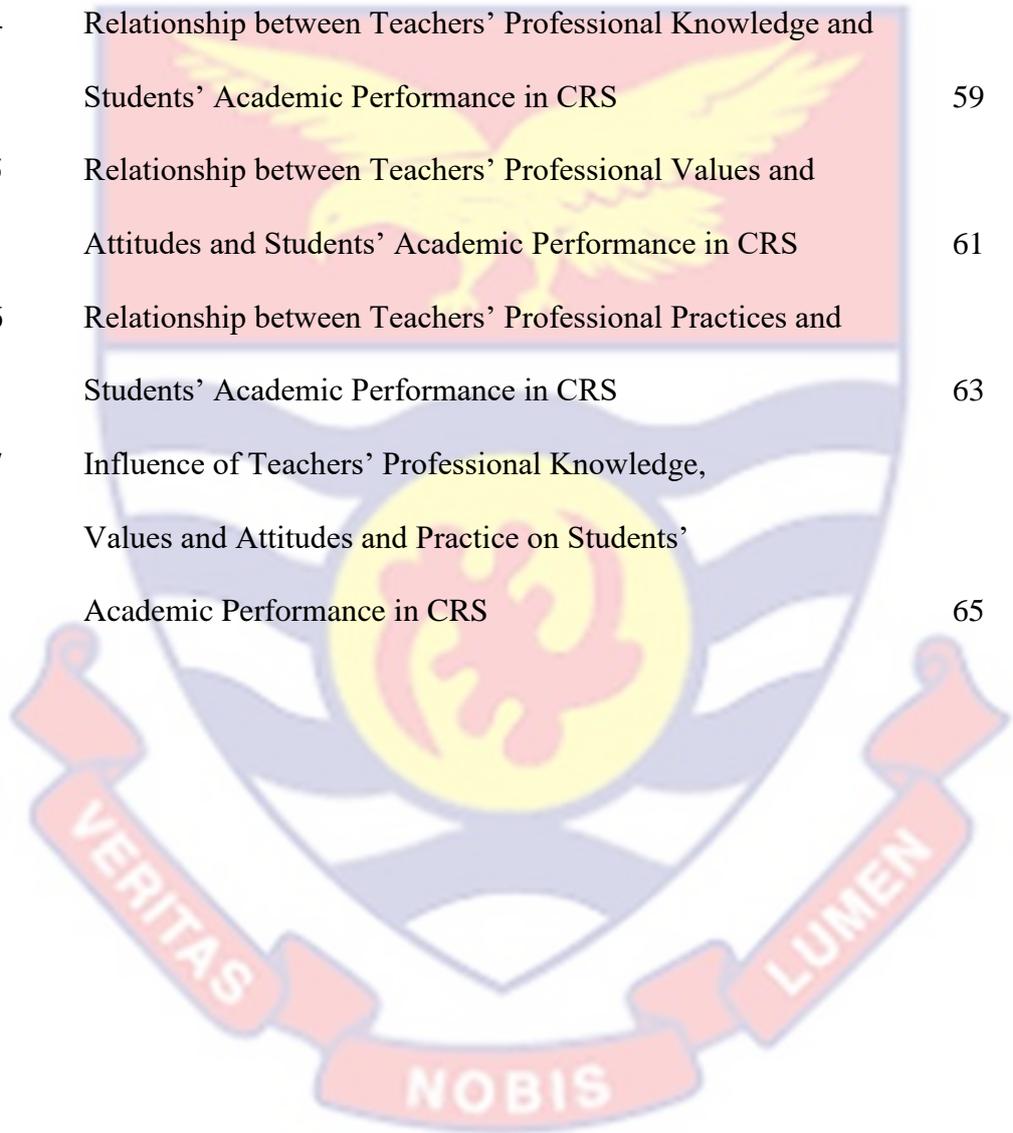
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CHAPTER ONE

INTRODUCTION

Background to the Study

Education is an important process in human development and natural management all over the world. Education has been the method of refining and maintaining the collective ideas rooted in society's culture (Oyekan, 2000). Through education, from one age to the next, a system of advantageous knowledge, skills and propensities (habits) are provided for viable citizenship and overall benefits for the general public. Education is a cooperative teaching-learning method to prepare a person from birth and throughout his or her life for happy useful living within culture and with available resources in society (Oyekan, 2000). The significance of education to national development has led successive Ghanaian governments to adopt policies leading to improvement in the country's educational system. Among the efforts are the educational reforms and reviews, curriculum development, issues of accessibility and enrolments, teacher's motivation and many more of these practices. For example, 2007 education reform is to improve the quality of teaching, and students' academic performance in all subject areas

Student academic achievement is a determinant of quality education and educational effectiveness. Many variables have been shown to affect academic achievement (Wentzel, 1997). Academic motivation, or the degree to which students are cognitively and behaviorally engaged in their school work, is one of these variables that has been shown to play a key role in academic achievement (Oldfather, 1994). However, in this study, the key determinant of quality education to be considered is the teacher. This explains why the role

teachers' role in educational system cannot be ignored. The teacher is seen as the bridge that makes teaching and learning effective. Thus, the teacher is the builder whose success depends on sufficient training, experience and readiness. By gaining additional information that will stimulate his/her contact in teaching for effectiveness, this sufficient knowledge and experience may be accomplished or achieved. (Oyedeji, 2000). It is along these lines that training programmes are arranged for teachers, for their professional development. In the entire instructive arrangement of any country, teachers are basic and are pivots on which the training wheels turn.

Jepsen (2005) noted that teachers have strong influence on learners' achievement. In his study on teacher characteristics and student's performance, he noted that teacher's educational background and teaching experience are key determinants of student academic performance. The educational background of a teacher determines his or her delivery method when teaching, display of his or her content knowledge and its application to the students' life outside the classroom (Luke, 2004). Experienced teachers have a larger pool of knowledge from which to draw and can add understanding and ideas to the educational and learning process; they are more adaptable and less authoritarian in the classroom. Teachers have mastered the content and have developed classroom management skills to deal with a variety of issues in the classroom (Gibbons et al., 1997). Teachers with a lot of experience always have teaching at heart and therefore give in their all to attain the set target and also add up to the academic body.

Teachers are directly responsible for a student's academic performance and are the most important school-based force in their education. Rockoff

(2004), Rivkin, Hanushek, and Kain (2005), and Aaronson, Barrow, and Sander (2007) are some examples. Open contact between students and teachers, as well as emotional and academic support, are all characteristics of a healthy teacher-student relationship. Mutual appreciation, comprehension, comfort, closeness, confidence, respect, care, and cooperation are all characteristics of this form of relationship. Leito and Waugh (2007). As a result, the classroom is more than just an academic setting; learning about life often necessitates the application of humanistic ideals.

Every school has a unique combination of teacher experience, curriculum, teacher attendance, and student-teacher ratio, among other readily available indicators. Teachers have a lot of power over what happens in their classrooms. Teachers must have and use explicit capacities; otherwise their influence will not be reflected in their students' academic performance. All things considered, the teachers must be viable in their teaching for students to have the option of making a link between what is learned in school and its implementation in critical thinking. Despite the significance of defining measurable features that predict the performance of teachers, it has been challenging for researchers and educators to define particular features related to teacher effectiveness. (Hanushek, 1997). Teachers with more experience are considered to be more likely to concentrate on teaching particular subjects to students with a wide range of skills, prior expertise, and experiences in the most effective way possible. (Stringfield & Teddlie, 1991). Teaching is an art and therefore, each teacher has various ways of delivering the lesson in class to meet the three domains (cognitive, affective and psychomotor) of each child in the classroom.

Teaching and learning, according to Ashimole (2011), are heavily reliant on teachers, and the effectiveness of all educational systems, progress, and growth is reliant on the number, quality, and commitment of teachers. Similarly, Akinsolu (2010) observed that teachers are essential preconditions for students to achieve educational objectives and goals. Finally, during interactions with pupils, the teacher is responsible for translating instructional strategies and values into practices based on student work. These in this way dependent on such a significant number of components for which the general public, the school's condition and even the teacher's character assume their significant roles. Study on teacher contributions to student academic performance has been found to abound. (Mushtaq & Kahn, 2012). Many variables have been discovered to have an effect on student performance in the classroom. As a result, family life, history, nutrition, participation in extracurricular activities, and the school environment are all considered.

In this study, teacher characteristics refer to the attributes, personalities, and actions that teachers exhibit in the classroom when teaching and learning. Teachers' characteristics examined in this study are teacher's Professional Knowledge, Professional Practice and Professional Values and Attitudes. Such characteristics would certainly have a positive or negative impact on school teaching standards, resulting in either good or poor academic performance at the Senior High School level. For education policy, the correlation between teacher characteristics (both credentials and demographic features) and student performance is significant. A main duty for policy makers is to ensure that teachers who are ideally qualified and most willing to increase student success are hired to ensure the implemented curriculum is being utilized well. A

significant body of literature exists on the characteristics and education of teachers according to Wayne and Youngs (2003).

One of the policy priorities of Ghana's Ministry of Education is to enhance the quality of teaching and learning in order to improve pupil and teacher performance. To achieve this aim, teachers who are knowledgeable in the teaching methods necessary for basic school teaching as well as Junior High Schools are needed or required. (Ministry of Education, Science and Sports, 2008). Teachers with effective teaching methods are supposed to improve student learning outcomes (Akeampong and Stephens, 2002). Since teachers are instrumental to the transfer of knowledge, there is the need to consider characteristics that produce best academic performance at the Senior High School. Therefore, there is the need to find out which teaching characteristics that play more direct impact on students' academic performances.

Statement of the Problem

The role of the teacher in the effective implementation of the curriculum programme cannot be overstated. The most significant school-based factor in influencing the rate of student performance is teachers. Teachers must have a passion for teaching and leadership, interacting with students as agents of change not just in the school setting, but also in the local community. A teacher's position is important in encouraging and challenging students to reach their full potential, as well as their preparation and subsequent development.

Ghana's teacher education system has been transformed and restructured over time to meet the demands of expertise in a society where the teacher is seen as a change agent. The entire restructuring lacked a set of professional expectations for teachers that provide a consistent definition of and

key reference point for the role of teachers in achieving the learning and social outcomes outlined in the 2008 Education Act. Scholars and researchers generally agree that school variables, such as teacher management, play a more important role in educational achievement than other variables (Patrick, 2005). The importance of teachers in learning cannot be overstated. Every effort has been made by the Government of Ghana to boost student academic results. The adoption of the Free Compulsory Universal Basic Education was among the efforts (FCUBE).

However, students' academic performance in CRS is major concerns to many stakeholders of education. For example, in 2013 Chief Examiner's Report indicated that students' performance was poorer in comparison to previous years. In 2016, the report indicated that candidates' performance was a little better than that of previous year. Also, in 2017 and 2018, there was an improvement in students' academic performance. The report highlighted few weaknesses of the students in the subject such as construction of meaningless sentences, giving non-Biblical accounts as answers to questions, not familiar with Biblical stories and so lacked in-depth knowledge and the students did not have firm foundation in Biblical studies and told their own stories.

The report recommended that teachers must ensure that the Bible was read in the class so that candidates will be familiar with the various accounts; teachers need to engage students in sight reading lessons from the early stages of the course; teachers and students should show more interest in the teaching and learning about the subject and teachers should be encouraged to provide a lot of assignments on topics drawn from the selected epistles. The weaknesses

and recommendation highlighted by the Chief Examiner could be attributed to teacher related factors.

Several simulations were conducted in Ghana to investigate the impact of teacher-related factors on students' academic performance. Lateness to classes, absenteeism, and failure to complete syllabi, for example, were found to be the instructor variables that significantly led to low academic achievement in a study conducted in Ghana by Etsey (2005). Again, some studies focused on other subject areas like: Accounting (Appiagyei-Yeboah, et al., 2014; Mordedzi & Mireku, 2015), Visual Art (Opoku-Asare et al., 2014; Opoku-Asare & Siaw, 2015), Geography (Anlimachie, 2019), General knowledge in Art (Osei-Mensah, 2012), Social Studies (Angbing, 2014; Kanda & Kankam, 2015), Core Mathematics (Abotowuro, 2015; Enu et al., 2015; Mills & Mereku, 2016) and Students performance in General (Ankomah et al., 2005; Etsey, 2005; Adane, 2013; Anamuah-Mensah et al., 2008).

From these studies, it appears that none of them focused on CRS teachers' characteristics (professional knowledge, value, attitude and practice) and students' academic performance in CRS in Ghana. The findings from previous studies in Ghana cannot be generalized to CRS teachers and students, due to differences in teachers' and students' perspective, values and beliefs concerning the subjects. It appears that most of the studies on religious education (RME and CRS) focused on curriculum implementation (Annobil, 2005; Mensah, 2009; Annobil, 2011; Owusu & Asare-Danso, 2018). This is a void that the current study aims to fill by investigating the influence of teacher characteristics in terms of professional knowledge, professional values and attitude and professional practice.

Purpose of the Study

The primary aim of the study was to investigate the impact of teacher characteristics (professional knowledge, professional values and attitudes, and professional practice) on students' academic performance in Christian Religious Studies (CRS) in Senior High Schools in the Cape Coast Metropolis.

Specific Objectives

Specifically, the study aimed to;

1. assess the effect of teacher's professional knowledge on students' academic performance in CRS
2. examine the effect of teacher's professional values and attitudes on students' academic performance in CRS
3. ascertain the effect of teacher's professional practice on students' academic performance in CRS
4. investigate the influence of teacher's professional knowledge, professional values and attitudes and professional practice on student's academic performance in CRS

Research Questions

The study problem was addressed through the following research questions;

1. What is the effect of teachers' professional knowledge on students' academic performance in CRS?
2. What is the effect of teachers' professional values and attitudes on students' academic performance in CRS?
3. What is the effect of teachers' professional practices on students' academic performance in CRS?

4. What is the influence of teacher's professional knowledge, professional values and attitudes and professional practice on student's academic performance?

Significance of the Study

Examining the relationship between teacher characteristics and student performance aids me in conducting research into the school and determining if there are any teachers' characteristics that increase the school's overall student achievement. This doesn't really imply that all students will benefit, yet it will help distinguish teacher qualities that are corresponded with increasing the school's overall student performance.

The role of teachers in their students' academic performance is well documented in academic literature (Rivkin, Hanushek, & Kain, 2005). Teachers communicate primarily through their teaching with students, and teachers may follow various teaching techniques to deliver their well-prepared lessons. More active teaching methods, as opposed to traditional formal classes, can have a positive effect (Bietenbeck, 2014). This same active teaching theory can be seen in teachers' approaches to evaluating student work. Furthermore, while the teacher's presentation of a topic may have no direct impact on the student's academic performance, the way the subject is presented by the teacher may be related to the student's academic performance. One crucial factor is the effort teachers put in to make their topic more attractive to students. Additionally, it is believed that relying on other teachers and sharing resources with them would increase student outcomes.

This study focused on all Senior High School in the Cape Coast offering CRS. The content of the findings would be a source of enlightenment on the

essential services provided by teachers outside curriculum. The result of the study will provide recommendations to stakeholders (parents), governments in improving the quality of education provided as well as improving teachers' section to enhance good results attained annually in the national certificate examination. Furthermore, the outcomes of the study would also make available information for further research in the area of the teachers' characteristics in educational institutions.

Delimitation

The scope of the research does not involve all students in the Cape Coast Metropolis. Again, in the study area, it would have been appropriate to conduct such a research in all the Senior High Schools in the region but the research was conducted in only Senior High Schools offering CRS. Also, only Form 2 and 3 students offering CRS were considered with the reason being that they have been in the school for some years so they have built a rapport or relationship with the teachers more than the Form 1 students who joined not long ago. Finally, the study was conducted based on teacher characteristics within the framework of T-Tel, Ghana Teachers' Standards which focuses on Professional Knowledge, Professional Attitudes and Values and Professional Practice.

Limitations

One of the major limitations in this study was generalization. The study was conducted among Senior High Schools in Cape Coast Metropolis that offers CRS. Accordingly, the findings cannot be generalized as the academic performance of CRS students in Ghana, since the research was only conducted in the areas of Central Region of Ghana. One variable on the framework of the research that is professional knowledge touched on content knowledge (CK),

pedagogical knowledge (PK) and pedagogical content knowledge (PCK), ignoring the other categories which played a vital role in terms of knowledge and these are technological knowledge, technological pedagogical knowledge, technological content knowledge and technological pedagogical content knowledge.

Definition of Terms

Teacher Characteristics: It refers to the qualities that make teachers effective. In this study, it represents teachers' professional knowledge, professional values and attitude and professional practices

Teacher Professional Knowledge: It is the knowledge of educational frameworks and curriculum and knowledge of learners. Thus, teachers' knowledge of the students and how they learn and knowledge of the content and how to teach it.

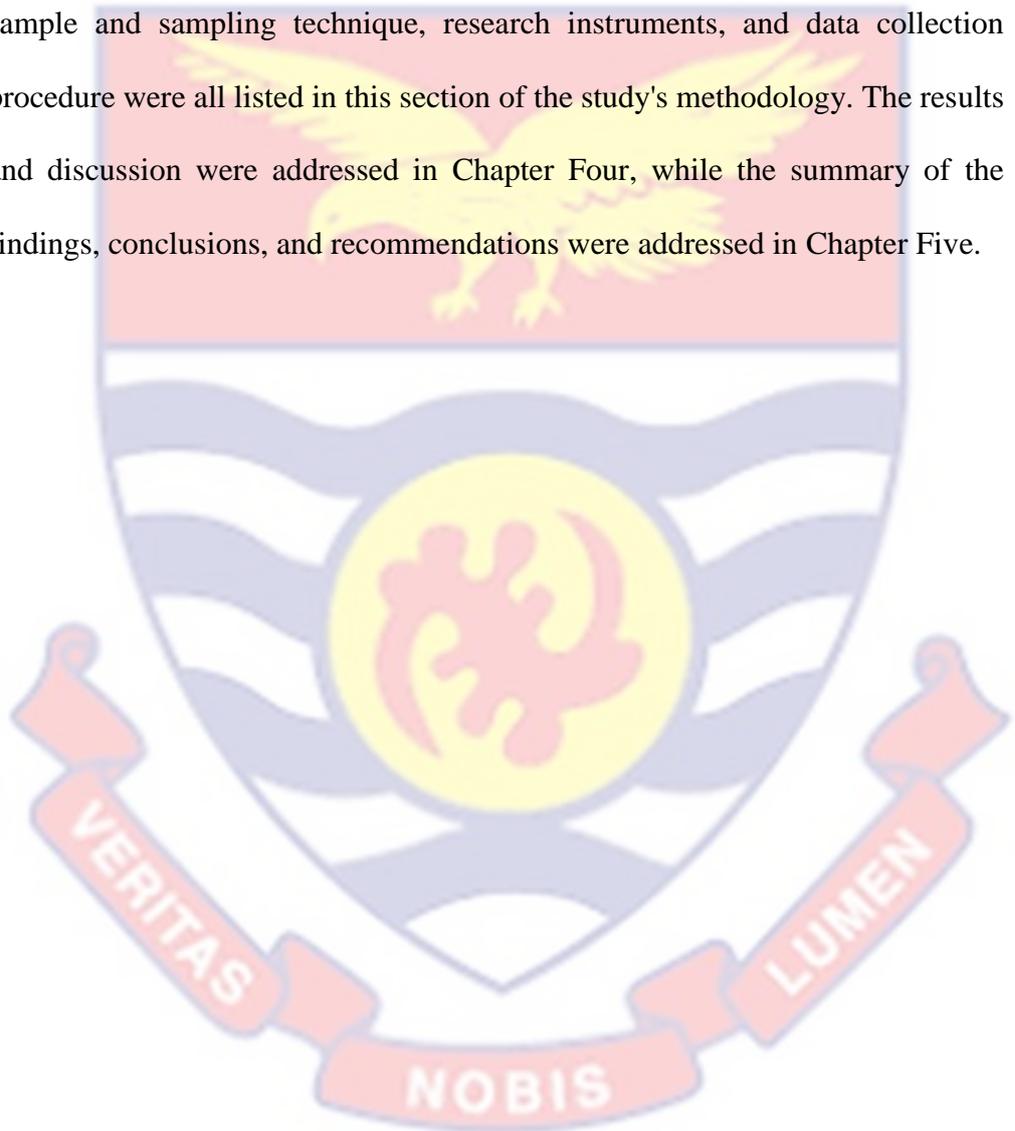
Teacher Professional Values and Attitudes. It is about teachers' professional development and community of practice. It is about teachers' professional engagement. How they engage in professional learning and engage professionally with colleagues, parents/careers and the community.

Teacher Professional Practice: It is about planning and implementing effective teaching and learning, creating and maintaining supportive and safe learning environment and assessing, providing feedback and reporting on student learning.

Organisation of the Study

The study was divided into five chapters: Chapter One presented background information, a statement of the problem, the study's purpose,

research questions, the study's significance, and the study's delimitations and limitations. The literature review that was important to the research subject was the study's second chapter. It covered the study's theoretical, conceptual, and empirical aspects. In Chapter Three, the procedures and techniques used to conduct the research were discussed. This includes research design, population, sample and sampling technique, research instruments, and data collection procedure were all listed in this section of the study's methodology. The results and discussion were addressed in Chapter Four, while the summary of the findings, conclusions, and recommendations were addressed in Chapter Five.



CHAPTER TWO

LITERATURE REVIEW

Overview

The study's central target was to see how teachers' characteristics (technical knowledge, professional values and attitudes, and professional practice) influenced students' academic performance in Christian Religious Studies (CRS) in Cape Coast Metropolis senior high schools. The literature review was divided into three sections: conceptual / theoretical review, conceptual framework, and empirical review. The three key domains of the teacher's standard model served as the conceptual basis for this analysis. Teacher characteristics, pedagogical knowledge, and content knowledge were among the topics reviewed during the conceptual analysis.

Theoretical Review

There are several hypotheses that could be used to explain the characteristics of teachers and their effect on students' academic performance in CRS. The Framework for Teaching by Danielson (2013), the Marzano (2013) causal teacher evaluation model, Stronge's (2010) teacher effectiveness performance evaluation method (TEPES) (Kane & Staiger, 2012), and the NSW consistency teaching model are some of the theories (NSW, DET, 2003). The research was based on the Ghana National Teachers' Standard.

Ghana National Teachers' Standards

In encouraging and challenging students to reach their potential, teachers play such a critical role that their training and subsequent advancement involve the highest possible standards in their workplace experience, attitudes and practice. These specifications are succinct, written statements of what

educators are supposed to know and should do. The National Teachers' Standards (NTS) were developed as a professional tool to guide teacher educators, students, teacher trainees, and other education stakeholders in defining what teachers are expected to know and be able to do in simple and straightforward terms, as well as the skills and behaviors they are expected to exhibit. In a sense, the Standards establish the minimum collection of knowledge, skills, beliefs, attitude, behavior, privileges, and obligations that a teacher employed in early childhood, primary, junior high, or senior high school is required to possess. (National Teachers' Standards, T-Tel, 2018). These standards inform teacher development and set out levels of practice of teachers. The National Teacher Standards in Ghana replaced the different standards used in various institutions that provide initial teacher education and/or provide a consolidated set of national standards for continuing professional development to make certain that student teachers are enlightened and developed according to the same set of standards. (National Teachers' Standards, T-Tel, 2018)

These standards are intended to enhance the quality of the delivery of teachers and the performance of students and should therefore be used as a reference instrument for teacher trainees, teacher educators, teacher practitioners, head teachers, mentors, school inspectors and all those employed in the training of trainee teachers. The standards will also enable teacher educators and others to direct their efforts appropriately to the areas, trainee teachers need most help. The standards are divided into three main domains each with its own sub-divisions: (a) professional values and attitudes, (b) professional knowledge and (c) professional practice (National Teachers'

Standards, T-Tel, 2018). Figure 1 shows the synthesis of the three domains which represents the competence of teachers.

1. **Professional values and attitudes:** Teachers serve as role models for effective learning. They determine their own learning requirements, as well as assess, review, and extend their college and professional learning. Teachers demonstrate respect and integrity in all of their interactions with students, colleagues, parents/careers, and the community. They are responsive to the needs of parents/careers and can communicate effectively with them about their children's learning. Teachers value opportunities to interact with their school communities both within and outside the classroom to improve the educational context for students. They recognize the interconnectedness of education, home, and culture in their students' social and intellectual growth. (National Teachers' Standards, T-Tel, 2018).



Figure 1. Ghana national teachers' standards
Source: National Teachers' Standards, T-Tel (2018)

2. **Professional knowledge:** Teachers depend on a body of professional facts and study to react to the requirements of their students in their educational context. Teachers are knowledgeable in their students' different backgrounds in terms of language, culture, and faith. They understand how the firsthand knowledge that students bring to the classroom have an impact on their future learning. They understand how to plan out their lessons (instructions) to accommodate their students' physical, social, and intellectual growth. (National Teachers' Standards, T-Tel, 2018). Teachers are knowledgeable about their lessons and subjects. They are familiar with the fundamental concepts, structure, and procedures of inquiry that apply to the programs they teach. Teachers understand what constitutes successful, developmentally appropriate strategies in their learning and teaching programs and use this understanding to make content relevant to students. Teachers improve students' literacy and numeracy in their subject areas through their classroom practice. They may also use information and communication technology to contextualize and broaden the modes and breadth of learning for their students. (National Teachers' Standards, T-Tel, 2018).
3. **Professional practice:** Teachers have the ability to make learning fun and valued. They are able to create and maintain safe, inclusive and challenging learning environments and implement fair and equitable behavior management plans. They use sophisticated communication techniques. Teachers have a repertoire of effective teaching strategies and use them to implement well designed teaching programs and lessons. They regularly evaluate all aspects of their teaching practice to

ensure they are meeting the learning needs of their students (National Teachers' Standards, T-Tel, 2018). They interpret and use student assessment data to diagnose barriers to learning and to challenge students to improve their performance. They operate effectively at all stages of the teaching and learning cycle, including planning for learning and assessment, developing learning programs, teaching, assessing, providing feedback on student learning and reporting to parents/guardians. These three domains and aspects encompass what teachers should value, know and do, and intersect with one another to develop a teacher competent enough to teach (National Teachers' Standards, T-Tel, 2018).

Quality of Instruction

How well the person in charge of preparing teaching resources (i.e. the teacher) arranges and demonstrates the student's assignment to be learned determines the standard of instruction. Instructional quality is a construct that describes the aspects of teachers' instructional activities that are thought to be strongly linked to student outcomes, both cognitive and affective. High-quality training is structured and provided so that the student can learn as quickly and efficiently as his or her abilities allow. He did not define the characteristics of high-quality teaching, but he did state that students must be obviously informed about what they are to acquire, have sufficient communication with the instructional resources, and that procedures in the learning process must be cautiously scheduled and organized (Carroll, 1985).

The ability to comprehend teaching, according to Carroll (1985), includes the student's capability to deduce ideas and relations inherent in the

content to be taught, as well as the ability to comprehend the vocabulary used in the teaching. Prior to Carroll, time was not a significant factor in school education. (Bloom, 1974). In addition to the study of classroom procedures, macro-instructional teaching methods, and cognition micro-processes, Carroll added this facet (Glaser & Glaser, 1982). Three of Carroll's five variables, aptitude, ability to comprehend teaching, and persistence, are internal to the pupil, whereas the remaining two, time available for learning, and quality of instruction, are exterior. The following formula may be used to incorporate Carroll's model: $f(\text{time actually spent} / \text{time required}) = \text{degree of learning}$. The degree of learning in this formula is a function of the ratio of time spent learning (e.g., a chance to understand, and determination) to time required to learn (e.g., skill), balanced for the standard of education and the ability to understand education. Other researchers have refined the model by looking at variables like time on task, academic learning time, and the amount of instruction given (Carroll, 1989).

Quantity of instruction (Walberg & Tsai, 1985) was described as the amount of time students spend learning, including the time prepared, approved, or allocated by the teacher for a given teaching unit, and the fraction of that time that the student actually spends studying the content. Weekly assignment reports and class attendance reports were used by Walberg and his colleagues to determine the amount of training needed. (Reynolds & Walberg, 1992). This variable has also been assessed in terms of active use of class time, intervals in class, and teachers' ability to quickly earn learners' attention. (Parkerson, Lomax, Schiller, and Walberg, 1984).

Teacher Characteristics

This study looked at the characteristics of teachers that could be noticed and used in the early recruitment of teachers in order to improve student performance. According to Ashton (1996), these characteristics may include personal characteristics such as mental ability, age, and gender, as well as "experiential" characteristics such as credential status, educational background, previous teaching experience, and the like. Some characteristics included a mix of indeterminate quantities of personal and experiential qualities, as well as applicants' performance on national teacher exams and state-mandated tests. In this study, teacher characteristics' is conceptualized based on Ghana National Teachers' standard (professional knowledge, professional practices and professional values and attitude).

Professional knowledge

Teaching is a difficult cognitive skill that takes place in a chaotic, disorganized world. Spiro, Coulson, Feltovich, & Anderson, 1988; Spiro, Feltovich, Jacobson, & Coulson, 1991; Leinhardt & Greeno, 1986). Knowledge in teaching experience, like other diverse fields of expertise such as medical diagnosis (Lesgold, Feltovich, Glaser, & Wang, 1981), chess (Chase & Simon, 1973), and writing (Hayes & Flower, 1980; Hillocks, 1986), is based on flexible access to highly ordered information systems. (Glaser, 1984; Putnam & Borko, 2000; Shulman, 1986, 1987; Putnam & Borko, 2000; Shulman, 1986, 1987). There are many basic teaching knowledge systems, including comprehension of the understudy's thinking and learning, as well as subject matter knowledge.

Teacher education has historically been based on the subject knowledge of the teacher (Veal & MaKinster, 1999; Shulman, 1986). Teacher education

has recently shifted its focus to pedagogy, emphasizing general pedagogical classroom practices that are independent of subject matter, often at the expense of content awareness (Ball and McDiarmid, 1990).

Pedagogical knowledge

Pedagogical knowledge, that is, teaching and learning knowledge, refers to teachers' professional body of knowledge for their students in efficient, creative teaching and learning environments. In 1980's, the missing framework in teacher education research was described by educational researchers: subject-specific content knowledge (Shulman 1986). In recognizing the missing model, Shulman (1987) asked the following questions: "Where do teacher explanations come from? How do teachers decide what to teach: how to represent it, how to question students about it and how to deal with problems of misunderstanding?" (Shulman 1987, p.6). These questions have been fundamental to teacher education investigation.

Shulman (1987) defined three key areas of knowledge that are essential to teacher for the purpose of being successful in the classroom: content knowledge, pedagogical content knowledge and curriculum knowledge. Shulman's theory said, "the individual who presumed to teach the subject matter to children must demonstrate knowledge of the subject matter as a prerequisite to teaching" in its most basic form (Shulman, 1987, p.5). Related teacher knowledge bases have several order models, but all include material and pedagogical knowledge elements, curriculum knowledge and learner knowledge. (Brophy, 1991; Guyver & Nichol, 2004).

Content knowledge

In order to direct student instruction, professional teachers have discretion over the subjects they teach. They must understand how the discipline has progressed in the twenty-first century, taking into account concerns such as global knowledge and cultural diversity as required. Teachers who have been properly trained are aware of the internal relationships that exist within the disciplines they teach, as well as which values and expertise (skills) are critical for understanding others. They are also conscious of popular student delusions and aim to debunk them in the discipline. However, knowing the content was not enough; teachers are well-versed in the specific pedagogical approaches best adapted to each discipline in terms of improving student comprehension.

A teacher's deep understanding of the subject matter, including facts, ideas and processes within the subject, is referred to as content knowledge. Shulman (1986) defines content knowledge as knowing the agreed truth of a discipline, why the discipline is important to know, and how it applies to other theories or disciplines thus understanding what "it" is and why "it" is so. Content expertise is usually acquired through teacher training studies, according to Jurmu, Jurmu, and Meyer (1999), but it can also be enhanced by content-specific professional development possibilities. Gudmundsdottir (1991) thinks that content knowledge is especially relevant for teachers in secondary school who see themselves as specialists in the subject, and many of these teachers may have learned the subject as a major or minor during their pre-service schooling. Teacher demonstrates solid understanding of the essential concepts in the field and the ways in which they relate to each other. The plans and practices of teachers demonstrate an accurate understanding of the relationships between

subjects and concepts that are necessary. The plans and practice of teachers demonstrate competence with a broad variety of efficient pedagogical methods to the discipline.

Content may be described as the knowledge, skills, attitudes and values to be learned (Nicholls & Nicholls, 1972). They further stated that it is usually acknowledged that there is far more to be learned than is possible during the period of school education. According to Igwe (2003) before the selection of content for a course, it should satisfy certain criteria. These are:

1. Significance – this refers to the potentials of the curriculum to contribute to the essential skills, knowledge, abilities and values. The criterion addresses the issues of value, worth and foundational knowledge. Examples of content that provide basic skills are reading and writing for literacy and communication, arithmetic for numeracy, history for cultural heritage and identity.
2. Relevance – Centered on the educational goals and priorities determined by the community served by the school, content is chosen. It guarantees that the material represents society's cumulative customs, beliefs, needs and expectations. The emphasis is on inculcating creativity and problem-solving skills which emphasizes how to think and not simply what to think. Relevance gives curriculum its true cultural base and appropriate context.
3. Utility – utility or functionality means the content must have direct contribution to an individual's personal life and role in the society. Education through the school must be useful to the individual and the society.

4. Interest – it refers to the needs of the individual in terms of motives, readiness, capacity, attitudes, etc. Students’ interests relate the curriculum to the child and promote self-esteem, personal fulfillment and mastery learning.
5. Continuity – this demands the selecting of the basis which could progressively be built upon. It involves building appropriate connections in curriculum content either on the basis of prerequisite or a progression from basic to advanced, known to unknown, general to specific or

Pedagogical content knowledge (PCK)

The PCK or dimension of the subject matter for teaching is the most active way to deliver subject matter information to students and to understand what factors affect how easy or difficult it is to learn the content. According to Abd-el-Khalick and Boujaoude (1997) (as cited in Mohan, 2009), the concept of pedagogical knowledge arose from the acknowledgment that teacher education systems did not connect subject knowledge to real classroom instruction. According to many surveys, new teachers have a difficult time transforming their own interpretations of material into successful instructional methods. (Abd-el-Khalick & Boujaoude(1997); Gregg, (2001), as cited in Mohan, 2009).

PCK helps students to develop an ability to act based on their understanding and apply knowledge acquired to solve problems. With transformed practice, students are provided with opportunities that will help them apply the learned knowledge beyond the classroom setting. Generally, the four pedagogical aspects are neither hierarchical nor sequential but can be

interdependent. PCK occurs when content and pedagogy are combined. Therefore, through disconnection from each other, it goes beyond a fundamental idea of content and pedagogy. In an interpretation of the sorting, adaptation, and representation of specific parts of the subject for instruction, PCK highlights the mixture of content and pedagogy. While subject matter knowledge and general pedagogical methods are essential, Shulman (1986) argued that they are insufficient to capture the knowledge of good teachers.

He argued for “pedagogical content knowledge” as the content knowledge that manages the method of teaching, which includes the methods of representing and planning the subject that make it intelligible to other people, to portray the complex manners by which teachers consider how particular content would be taught. It is believed that there are several sources that influence the teachers PCK thus the knowledge about classroom organization and management. These are the general principles of the conduct of teachers that encourage the performance of students.

Students learn better when new content is organized and related to their previous knowledge and experience, when academic tasks are assigned to them at an acceptable level of comprehension, and when sufficient input is given on their assigned role to communicate their results. As teachers use time, students learn more, productively, actualize instructional procedures with significant levels of inclusion, impart leads and expected objectives clearly, prevent issues by presenting an administrative framework toward the start of the school year and executing it reliably and consistently. Teachers handle the classroom efficiently by the opportunity to resolve more than one case in the classroom,

showing wisdom in timely and precise detection and resolution of issues, and this is verified by Everston & Emmer (1982).

Another source that influences PCK that affects or is related to the decision of teachers about content and preparation is variations in the values and conceptions of teachers about subject matter. In 1986, Shulman refocused researchers' attention on the importance of the understandings of the subject matter of students. Three initial areas of expertise were delineated in an effort to identify the knowledge bases that the teachers hold on to, thus subject matter knowledge, pedagogical knowledge and curriculum that has been discussed above. To describe the complex ways in which teachers think about how particular content should be provided, he proposed the term "pedagogical content knowledge," which he defined as "content knowledge that deals with the teaching process, including "the ways of representing and formulating the topic that make it understandable to others" and to be effective, teachers must address both content and pedagogy issues at the same time by incorporating "the most germane elements of content to their teachability" (Shulman 1986, p. 9).

Shulman (1987) identified a minimum of seven knowledge bases needed for teaching thus; content knowledge, pedagogical knowledge, pedagogical content knowledge, knowledge of students, knowledge of context and educational goals. Conceptions of the subject of teachers have grown in scope and depth and therefore have a research base that supports our understanding of the curriculum of teachers and teachers.

After Shulman, the notion of PCK was expanded and criticized by scholars (for instance, see Cochran, King, & DeRuiter, 1993; van Driel, Verloop, & De Vos, 1998). Indeed, the initial definition of teacher knowledge

by Shulman (1986) contained several other groupings, such as syllabus understanding and comprehension of educational frameworks. It should be noted that Shulman himself has proposed several lists, in various publications, that lack, in his own words, excellent continuity across articles complicates matters further (p. 8). Emphasis on PCK focuses on Shulman's recognition that pedagogical content knowledge is particularly valuable because it recognizes distinct expertise for teaching. It shows how content and pedagogy are combined to demonstrate how particular topics, difficulties, or issues are organized, interpreted, and adapted to various learner needs and skills and discussed for instruction (p. 8).

With the work of several other researchers and recent school policy papers, the accuracy of the PCK is seen. PCK has been a commonly useful and used concept since its introduction in 1987. For example, in the field of science education, scholars like Anderson and Mitchner (1994); Hewson and Hewson (1988); Cochran, King, and DeRuiter (1993); and professional organizations like the National Science Teachers Association (NSTA, 1999) and the National Council for the Accreditation of Teacher Education (NCATE, 1997) have all emphasized the importance of PCK for teacher preparation and teacher effectiveness. Shulman is the fourth most cited author of the nearly 1,500 authors in the author's index of the *Teacher Educator's Handbook* (Murray, 1996), with the vast majority of those references to the PCK definition (Segall, 2004). Since its introduction in 1987, the concept of PCK has pervaded scholarship on teacher education and the topic of education. Ball, 1996; Cochran, King, & DeRuiter, 1993; Grossman, 1990; Ma, 1999; Shulman, 1987; Wilson, Shulman, & Richert, 1987). It is regarded as an epistemological

construct that effectively integrates the traditionally separate knowledge bases of content and pedagogy.

Curricular knowledge

This is the interpretation that encompasses the entire range of programs tailored for the teaching of a particular subject and topic at a given grade level (Shulman, 1986, p.10). For each subject, curricular knowledge corresponds with the national standards advocated. The alternative teaching form, as well as horizontal and vertical curricular knowledge, should be accessible to an advanced instructor, according to Shulman (1986). Vertical curricular knowledge is the knowledge of goals within a subject and the level at which those goals are taught, while horizontal curricular knowledge is the ability to relate subject matter to other subjects taught at that level (Shulman, 1986).

Teachers, according to Shulman's theory, require knowledge from all three fields in order to be competent educators, but there are a couple types of knowledge that teachers must possess thus; Propositional (principles, truisms, norms), case (knowledge of real, well-documented events), and strategic knowledge as suggested by Shulman (1986). (This is knowledge of experience beyond principles).

Knowledge of learners and their characteristics

Teachers of theoretical/abstract subjects do not teach content; rather, they teach students about it. Teachers need not merely understand their subject matter and related pedagogy in order to ensure student learning, but they must also understand the learners to whom they want to teach the content. Teachers must understand what current cognitive psychology research has validated in guaranteeing student learning: to be precise, that students learn by complex

analytical interaction with content. Despite the fact that different age groups have different designs in their academic, social, and emotional formative stages, students learn in their own unique ways, which may lead to inconsistencies or confusions that the teacher wishes to be aware of in order to prepare suitable educational activities. Students, whose first language is not English, like students with other special needs, must be seen as planning lessons and identifying resources to ensure their comprehension.

The teacher also recognizes the dynamic nature of student learning and gathers knowledge about different levels of progress for groups of students. The teacher gathers information about student groups by systematically seeking information from a variety of sources about their backgrounds, cultures, abilities, language skills, interests, and special needs.

Professional practice

Good teaching necessitates both learning evaluation and learning assessment. Assessment of learning ensures that teachers are aware that students have learned the desired outcomes. Different approaches are used to test reasoning skills and factual information. These tests must be structured in such a way that they offer proof of the complete spectrum of learning results. Additionally, such tests may need to be modified to the particular wants of individual students; for example, an ESL student may want a different form of evaluation to demonstrate comprehension.

Assessment for learning enables a teacher to take into account tests right into educational practices, as well as to change or modify instructions varying to ensure understudy comprehension. Despite the fact that such tests are used during guidance, they must be organized as part of the planning process. These

continuous formative evaluation methodologies can be used by both teachers and students to track progress toward understanding of learning outcomes. The teacher's plan for understudy evaluation is in sync with the educational results; evaluation methods could have been tweaked for different sets of students. The evaluation principles and models are well-defined. The teacher has established an all-encompassing method for using formative evaluation and has arranged unique ways to deal with it and also plans to use assessment results to plan for future guidelines for student groups.

Assessment of student learning is an important aspect of teaching; it no longer denotes the end of instruction; it is now recognized as an integral part of teaching. While evaluation for learning has always been and will continue to be an important part of teaching (teachers need to know if their students understand what they are being taught), it has become increasingly important in classroom practice. When teachers track student conduct, they search for students who may pass notes or disrupt their classmates; when teachers monitor student learning, they carefully examine what students write or listen to the questions students ask to determine whether they need additional activity or explanation to fully comprehend the material. In both cases, the teacher will circulate in the classroom, but his or her goal is very different.

Similarly, student questions seem to be vastly different from those used to build awareness for the purpose of tracking learning; in the past, teachers are alerted to students' exposed misunderstandings, while in the later, the questions are meant to address relationships or expand understanding. Many teachers generate questions precisely for the purpose of monitoring student comprehension and use procedures (such as exit tickets) to assess any student's

level of understanding in the class. Teachers have shown a high degree of success in encouraging students to monitor their own learning against clear standards (and actually teaching them the required skills).

Managing student relationships and ensuring that those relationships are constructive and respectful is an important teaching ability. Teachers build environments of respect and connection in their classrooms through the way they communicate with students and the engagement they promote and foster among them. How the teacher replies to students and how they are motivated to take care of each other is an important aspect of respect and rapport. The overall tone of the class is determined by interaction patterns. In a respectful environment, all students feel supported and secure. The teacher-student interactions are polite and display a general sense of concern and respect. These exercises are acceptable for the students' ages. The teacher is valued by the students. The bulk of students' interactions are courteous and polite. When students behave disrespectfully, the teacher responds effectively. The interactions have a polite and welcoming tone to them, but they are impersonal.

The classroom atmosphere that reflects the intellectual importance of both students' and teachers' work is referred to as a "culture of learning." It establishes the rules that govern people's interactions with activities and tasks, as well as the importance of persistence and hard work, as well as the overall quality of the class. The classroom is marked by high intellectual strength and a sense that getting it right is vital, and that what is going on there is critical. For all students, there are high standards. The classroom is an environment where teachers and students appreciate hard work and learning.

Great guidance and high levels of student commitment require a well-functioning classroom. Teachers create and monitor schedules and methodologies to ensure that the classroom runs smoothly and that time is used efficiently. Instructional gatherings are used effectively, non-instructional errands are completed efficiently, and transitions between exercises and the board of materials and supplies are skillfully done to keep up push and expand instructional time are all signs of an all-around oversight classroom activity. Student conduct is commonly suitable. The teacher screens understudy conduct against set up norms of lead. Teacher reaction to student mischief is reliable, proportionate, aware to students, and powerful. In order for students to be able to connect deeply with content, the classroom environment must be precise; it must feel efficient and beneficial without being oppressive. Measures of direct are obvious to students in a successful classroom; they understand what they are allowed to do and what they can expect from their classmates. In any case, students feel respected when their behavior is corrected; their poise is not jeopardized. Positive student behavior is seen by gifted teachers as a prerequisite for significant levels of content commitment, not as an end in itself.

The classroom is safe, and all students are welcome to learn; the teacher ensures that the physical structure is appropriate for the learning activities. The teacher effectively employs physical tools, such as computer technology. The ability to use the physical environment to aid student learning is a trait of a successful teacher. Of course, its application varies depending on the stage of the students: in a primary classroom, centers and reading corners can help organize class events, whereas with mature students, the placement of chairs and desks can help or hinder rich debate. Of course, classrooms must be secure

(no hanging wires or hazardous traffic patterns), and all students must be able to understand and perceive what is going on in order to actively participate. The teacher and the students together make active use of computer (and other) technologies.

Professional values and attitudes

Professionalism is a collection of attitudes and behaviors ideal for a specific career and profession. It is the demonstration of those attributes or characteristics in reality (Carr, 2009). A teacher's professional attitude is to show his or her preferences or dislikes of thoughts, emotions or actions in the discipline of education in educating and instructing activities. Studies have shown that teachers who are optimistic appear to do well in teaching and learning than those with the negative attitudes. Professional attitudes of teachers play vital role in shaping the attitudes of teachers (Carr, 2009).

An attitude is a mentality which influences how an individual thinks and acts or carries on. Attitude has either a constructive (positive) or adverse (negative) effect on individuals. For example, negative attitude towards work will bring about negative execution. Similarly, attitude could likewise influence how well a teacher designs and plans for his/her exercises. The attitude of a teacher, purposefully or inadvertently, significantly influences students' scholarly exhibition. It has been set up that teachers' attitudes exceptionally impact students' enthusiasm for learning. Likewise, character qualities of the teachers are more prevailing and powerful than the course content or instructional methodology used in the study hall. A better than average study hall framework requires full premium (intrigue) and backing from teachers and understudies. For a situation that a teacher shows up not captivated or mindful

about a particular subject or understudy, he/she will be not ready to support a solid learning condition.

However, teachers with adverse attitudes may not be as sensitive to students as teachers who are emphatically motivated/positively inspired. Along these lines, students think that its troublesome seeking questions from such a teacher about the areas of the topic he/she instructs/teaches. This suggests teachers' attitude towards their students and teaching in general is significant for students' prosperity or success. In the same manner, teachers need to show interest in the subjects and topics they teach. For instance; a Christian teacher who teaches ATR or Islamic subject may not put in much effort and this will in tend have an effect on the student academic performance.

Teachers with positive attitudes have stable feelings and emotions, as shown by Baxter (1989). They show love, tolerance, earnestness and affection while interfacing with teachers, guardians or school staff. They don't work in confinement. These teachers do the job in partnership and have an extremely big degree of trust. Students don't stop for a second to encounter them as they are available to everybody straightforwardly. Positive professional attitude assists teachers with building up the capacity to set up shared condition where everybody is a ready to participate in. If it's a student, a teacher, or a parent, they have a fair and unrestricted amount of command over the educational and learning atmosphere and can effectively observe it (Bean, 1996). Present day idea of classroom is that it is a network of learners and has the privilege and the obligation to participate in.

Efficient teachers comprehend the issues of students. They are sympathetic, thoughtful and intelligent. They know the assorted variety of

problems related with learners and plan how to take care of their issues (Brown, 1982). Teachers' frame of mind additionally influences their own capacities. Positive methodology in instructing empowers the teachers to make a learning network where each student approaches significant learning openings. Teachers with uplifting frame of mind (positive attitudes) don't show mix-ups of student, instead, they learn to develop and upgrade their capacity. their abilities and qualities. They instill in the brains of students' self-esteem and confidence (Brown and Richard, 2008). In perspective on Bain (2004) teachers with uplifting mentalities are innovative and propelled. They kindle the inventiveness of students. As a result, student turns out to be inspired to take part during the time spent educating and adapting eagerly. They make use of various methodologies in their training which empowers the student study in more than a single way. Along these lines, learner become persuaded when teachers create lesson plan and think about their interest, aptitudes and requirements.

According to the National Teachers' Standard for Ghana, professional values and attitudes is a professional development in which lifelong learning and ongoing professional growth, the teacher objectively and collectively reflects to enhance teaching and learning, enhances personal development and professional development. Teachers demonstrate effective growing leadership qualities in the class and wider school. Also, in terms of community practice, in his or her growth as a professional teacher, teacher is driven by legal and ethical code of conduct; he or she positively participates as part of a group of practice with colleagues, learners, parents, school management committees, parent-teacher associations and broader public. Again, teacher builds a positive identity

and serves as a good role model for learners as well as seeing his/her role in school, community and country as a possible agent of change.

Self-values, professional values, and social values are the values of Teaching Professionalism, whereas the factors that make up the attribute of teacher leadership are determined by a teacher's authority both inside and outside the classroom (Danielson, 2009); in particular, their presence in the group network, role model, and promotion of leadership cooperation. A teacher ought to have obtained individual or self-values so as to be a good and successful pioneer in the mission to satisfy the national educations intend to create an age which has character, discipline, ethical quality, personality and competence in CRS. Students are the reflections of a teacher. The manner in which teacher acts, carries on, talks about everything would be trailed by his/her student.

Along these lines, it is important for a teacher to be careful about his/her activities. There are a few qualities teacher ought to consistently have. After having these qualities both inside and outside homeroom, he/she will see students getting in the right direction and achieving better results in the long run. All things considered, it's outcome that decides a teacher's prosperity. Result probably won't be just as far as imprints yet a student's general execution determines level of the achievement of a teacher.

In addition, teachers ought to likewise comprehend that they aren't simply content teachers yet then again are pioneers (leaders). They control students and show them the path for better future. The researcher accepts that teachers ought to depict the accompanying qualities in this manner persevering, reliable, thinking, mindful, proficient, submitted, adoring, thankful, earnest and

high-minded. This likewise fills in as direction to all the government workers in completing their obligations as community workers. Qualities, standards and morals become the premise and direction to the general public and furthermore to every person in playing out an activity.

The idea of performance of students has grabbed the attention of stakeholders (instruction partners). Performance is comparative with what is being estimated and how it is estimated. By and large, the enticement has been that, performance is utilized conversely with accomplishment in education. One significant criterion for educational quality is academic success. As a result, academic success is a major concern for students, teachers, parents, school administrators, and the general public. Researchers have made several attempts to understand the factors that influence academic success (Ikpi, Enya & Johnny, 2014). For example, psychologists have proposed several explanations for why there are differences in achievement among young people (Ikpi, Enya & Johnny, 2014). External factors such as school form, teaching methods, school location, teaching materials, lecturer quality, and experience were all given a lot of thought by these researchers.

According to Jabor, Machtmes, Kungu, Buntat and Nordin (2011), measuring achievement is a crucial component of the education process and informs educators of the capacity and success of students towards educational objectives. According to Arain (2010), Teachers are vital to students' success, as school administrators are well aware. and are therefore careful in hiring the services of teachers. Again, to Arain (2010), large-scale longitudinal studies on the role of teachers in students' performance, in places such as Texas and New Jersey have given clear proof of the contribution of teachers to the academic

performance of students. Teacher variables are additionally the measure utilized by educators to manage the advancement of students through the education procedure.

According to Nzabihimana (2010), teachers are fundamental to all school considerations, and much of the debate on education policy focuses explicitly or implicitly on the position of teachers. In Nzabihimana's opinion, the emphasis on teachers in education is, by all appearances, an event, as they were the single budgetary variable in schools. However, there was little agreement among researchers on what makes a good teacher, let alone the value of teachers in comparison to other factors that influence students' academic success.

Students' Academic Performance

Academic performance is deemed a measure of academic competence. Opinions differ on why some students excel academically while others tend to underachieve. Ankomah (2011) describes academic performance as students' assessed productivity at the end of a series of evaluations. Academic performance is also seen by Tetteh (2011) as the level of benefit through effort or achievement of one's goal. The Wisconsin Education Association Council (1996) their concept of performance is also defined as one that requires learners to demonstrate abilities and skills by performing or producing something. In describing academic performance, Danso (2011) said that academic performance refers to a person's sequence of acts on a learning assignment. It is also viewed as equivalent to achievement when success is used in education.

Again, academic performance is seen as a process in which students' show their capability to pursue given tasks. In other words, what does a student

do when he or she is checked on what was taught usually in formal education that's students been assessed formatively and summatively which in tend helps the educator to know whether the content was understood based on their performance. Researchers strongly agree that one needs to distinguish between an intervention (i.e. behavioral) factor and an outcome component of success when visualizing academic performance (Campbell, McCloy, Oppler, & Sager, 1993; Roe, 1999).

Academic performance is typically measured through tests or continuous evaluations, but there is no universal agreement on how to evaluate it or which aspects of procedural knowledge, such as skills, or declarative knowledge, such as facts, are most important (Bhagat 2013). Furthermore, because there are no conclusive findings on which individual variables effectively predict academic performance, factors like test anxiety, environment, motivation, and emotions must be taken into account when developing school performance models (Mosche, 1998). Individual differences in academic performance, however, have been attributed to intelligence and personality differences (Sophie, Benedikt, & Tomas 2011). The behavioral aspect of performance refers to what a student does in the task situation. According to Kanfer (1990), it encompasses student behaviors such as attending to classes, performing class assignment, presenting home work on time and any other school activities as well as teachers teaching basic reading skills to school children. Academic performance is what the schools admit students to do, and do well (Campbell et al., 1993). As a result, rather than the behavior itself, judgmental and evaluative processes define success. (Ilgen & Schneider, 1991).

Actions that can be calculated are considered to reflect efficiency, in the view of Motowidlo, Borman and Schmit (1997).

In light of the fact that it is directly linked to the positive outcomes we value; academic performance is important. Students who are academically successful and they are bound to be used with significant levels of education, have stable company, have more open doors to work than those with less education and receive more significant rewards, are bound to have medical care, are less dependent on social aid, are more averse to engaging in crime, are increasingly dynamic as citizens and beneficent volunteers and are more beneficial and more joyful. Academic performance is necessary in view of the fact that more substantial levels of preparation will be needed by working individuals to manage the mechanically challenging occupations of things to come. You need a post-secondary degree right now to pursue a new line of work. Academically active students have better self-esteem, are socially inclined, have lower levels of depression and anxiety, and are less likely to consume alcohol and indulge in drug abuse. In dedication to academic success, good self-esteem and self-confidence are important factors.

According to Sinha (1970), successful candidates are students who have shown superior academic performance in the form of a high percentage of marks. Students who failed their previous examination and received low divisions in their current examination are classified as people who have failed to achieve their goals. CRS students' academic success is thought to be affected by factors such as personality, motivation, schooling, and training. Academic performance is of utmost significance for the latest research because it has been shown that a good number of factors such as: learner personality characteristics,

school organizational environment, curriculum preparation, teaching learning setup, home-based variables, student performance in various degrees have been determined (Sharmistha, 2008).

Conceptual Framework

Figure 2 shows the relationship between teachers' characteristics and students' academic performance in CRS. Teachers' characteristics was conceptualised to include teachers' professional knowledge, professional practice and professional value and attitude. It is believed these characteristics of CRS represent their quality which could influence students' academic performance in CRS.



Figure 2. Relationship between teacher characteristics and students' academic performance

Source: Author's own construct, 2019

Empirical Review

Teachers' professional knowledge and students' academic performance

Kiamba, Mutua, and Mulwa (2017) evaluated the impact of teacher subject matter awareness on students' academic achievement in Kiswahili language in public secondary schools in Kathonzwi Sub-county, Kenya. The theory of teacher effectiveness guided this study. The study took place in

Kenya's Kathonzi Sub County. A total of 60 teachers and 39 principals from public secondary schools participated in the report. Census was conducted on all the teachers the school principals. The data was obtained using questionnaires. The data collected was processing using SPSS and analyzed using Pearson Correlation. The study found that the subject matter expertise of teachers had a significant impact on the achievement of students in the language of Kiswahili ($r=0.618$, $p\text{-value}=0.000$).

Didinya, Ouada, and Ndanu (2018) investigated the impact of teacher performance evaluation on student academic performance in public secondary schools in Kenya's Hamisi Sub-County, Vihiga County. Three research questions influenced the analysis but the researcher was interested in one of their research questions thus “what is the influence of teacher’s professional knowledge and application on students’ academic performance?” The study was anchored on a mixed method paradigm which adopted an explanatory design. The population of the study was 16 public secondary schools and 366 respondents. Both teachers and students were sampled using stratified sampling followed by simple random sampling. As a method for data collection, questionnaires, document analysis, interviews and focus group discussions have been used. The findings shown teachers’ professional knowledge and application was statistically a significant coefficient ($F(1,143) = 208.495$, $P=0.00$, $R^2 = 0.656$). This indicates that the teachers’ professional knowledge and application positively affect students’ academic performance. Teacher’s professional knowledge and application impacts on students’ performance to a large extent.

Sequel to the point above, a study conducted by Olasehinde-Williams, Yahaya and Owolabi (2018) on teacher information indices as predictors of academic achievement of secondary school students in Kwara State, Nigeria, which investigated the predictive value of the Depth of Subject Content Knowledge and Depth of Pedagogical Knowledge of English Language and Mathematics Academic Achievement of Students. The research looked at which group of teachers (B.Ed. /B.Sc.Ed. /B.A., Ed. ; PGDE; or B.A. /B.Sc.) had the most subject content awareness, the most pedagogical knowledge, the most subject content and professional knowledge, and the predictive potential of subject content and professional knowledge for student academic achievement. Seventy-eight English Language and Mathematics teachers, as well as SS2 respondents from secondary schools in Kwara State, were included in the survey. Data was collected using tests, observations, and vignettes, and it was analyzed using descriptive and inferential statistics. According to the findings of the study, teachers with a B.Sc. the highest degree of subject material awareness, pedagogical scope, and subject content and technical knowledge have all been demonstrated. Teachers' pedagogical and subject material skills were also discovered to be significant predictors of students' academic achievement.

In Germany, Förtsch, Förtsch, Von Kotzebue and Neuhaus (2018) examined the influence on the achievement of students of the professional knowledge of teachers and their use of three-dimensional physical models in biology lessons. The study used a mixed-methods approach to look at the impact of biology teachers' domain-specific pedagogical content knowledge (PCK) and content knowledge (CK) on student achievement, as mediated by elaborate

model use (ELMO). Our quantitative study consisted of 36 German secondary school teachers whose neurobiology lessons were videotaped twice (N = 72 lessons). Teachers completed professional knowledge tests on their PCK and CK. Students' achievement was measured using pre- and post-knowledge assessments. Five teachers were chosen for the qualitative research, according to aspects of ELMO. The findings of the study revealed that teachers' PCK and CK had no direct effect on student performance. Teachers' PCK, on the other hand, had a significant and optimistic indirect effect on ELMO-mediated student performance. The findings of our study will show teachers and researchers how to integrate biology teaching using three-dimensional physical models in detail.

Teachers' professional values and attitudes and students' academic performance

A research on Student Attitude towards Mathematics and Performance was conducted in Fiapre-Sunyani, Mensah, Okyere and Kuranchie (2013): Does the attitude of the teacher matter? The analysis was again applied to the debate on the effect of teacher attitude on student attitude. The research samples were one hundred (100) students and four teachers in mathematics (4), for a total of one hundred and four respondents. Simple Random and Purposive Sampling was used. To obtain data from the respondents, two sets of questionnaires were used. Students' end-of-term test scores have been used as a measure of their academic accomplishments. The study discovered a connection between teachers' attitudes toward mathematics and students' attitudes toward mathematics. Teachers' positive attitudes did, in fact, instill trust in students, allowing them to cultivate a positive attitude toward mathematics learning. It

was discovered that teachers' positive attitudes instilled trust in their students, causing them to cultivate a positive attitude toward mathematics learning and influencing their academic performance. The findings of the study were also in line with previous research on the relationship between teachers' attitudes and students' math performance. This means that, regardless of the students' mathematical abilities, if teachers have a negative attitude toward mathematics students, they will not cultivate a positive attitude toward the subject, and vice versa. The teacher's attitude reverberates in her students' attitudes toward the subject.

Again, a study conducted by Ekperi, Onwuka and Nyejirime (2019) on the attitude of teachers as a connection between the academic performances of students. The research examined the attitude of the teacher as a correlative of the academic performance of students in geography. A descriptive survey design was used and a sample size of four hundred (400) was selected using the Taro Yamane sample size formula from a population of nine hundred and sixty-eight (986). The results indicate that teachers' attitudes correlated positively and significantly with the academic performance of the students.

Alafiatayo, Anyanwu, and Salau (2016) investigated the impact of selected teachers' skills on students' attitudes and academic performance in biology at high schools in the Sabon-Gari Local Government Region of Kaduna State, Nigeria. Ex post facto, a descriptive survey method was used. All senior secondary biology students in the study area were included in the study population, and 220 respondents were selected using a stratified random sampling technique from 10 secondary schools, with 24 biology teachers and 196 senior secondary school three (SSIII) students. The Attitudinal Scale of

Teachers, the Science Focused Attitudinal Scale, and an inventory detailing descriptions of students' SSCE grades in biology were used to collect data. The data was analyzed using the statistical methods of t-test correlation and multiple regression analysis. The findings showed significant associations between teacher variables and students' biology academic performance.

Adediwura and Tayo (2007) conducted research on the perception of teachers' competence, attitude, and teaching abilities as a predictor of academic success in Nigerian secondary schools, and the study investigated the relationship/effect of teacher perceptions of subject matter knowledge, attitude to work, and teaching abilities on student academic performance. Three (3) senior secondary school students from South West Nigeria made up the population. A total of 1600 SSS III students from 15 different secondary schools were included in the study. A questionnaire was used to gather the information. The collected data was analyzed using basic percentages, Pearson Product Moment Correlation, and chi-square statistics to evaluate the three hypotheses proposed in the analysis. The findings indicate that student' perceptions of teachers' subject matter expertise, attitude toward work, and teaching abilities have a significant impact on students' academic success. Durojaiye (1976) agreed that teachers' optimistic attitudes and positive personal characteristics increase students' academic performance. Aladejana (2000) stated that students prefer teachers who have expertise in their subjects and who support and trust students. These teachers take care of the students as people, listen to their concerns, consider their needs, are compassionate with them and describe things in an interesting way. Centra and Potter (1980) stated that the attitudes of teachers are linked significantly to the academic growth or success of students.

Teachers' professional practices and students' academic performance

Ganyaupfu (2012) conducted a study in South Africa on teaching methods and the academic success of students. The aim of this study was to see how different teaching methods affected students' academic performance. A total of 109 undergraduate students from the College's Department of Economic and Business Sciences were used in the study. The univariate ANOVA technique based on the General Linear Model was used to assess the differential efficacy of the three teaching methods on student academic success. The post-hoc results of Tukey HSD and the statistics, $F(2, 106) = 10.125$; $p < 0.05$, show significant variations in the effectiveness of the three teaching methods. The results of the mean scores show that the teacher-student collaboration method was the most effective teaching method, followed by the student-centered method, and the teacher-centered approach was the least effective teaching method. The findings indicate that in teaching learners, combining teacher-centered and student-centered teaching methods is the most effective strategy for achieving the best outcomes for students. This result was in line with Wiggins' (1988) findings, which stated that during the teaching and learning phase, communication between the teacher and students inspires students to seek knowledge rather than the instructor influencing information transmission to the students.

The research also explored the relationship between various forms of professional development, teacher training practices and achievement in science and mathematics, as well as a study conducted by Huffman, Thomas and Lawrenz (2003) on the relationship between professional development, teacher training practices and student achievement in science and mathematics. Ninety-

four (94) science teachers from middle school and 104 mathematics teachers from middle school participated in the study. For science and mathematics teachers, the study used regression analysis, analyzing practice and curriculum creation related to the use of standards-based instructional activities.

Furthermore, Agharuwhe and Nkechi (2009) conducted a study in Delta State, Nigeria, to measure the influence of teachers' effectiveness on students' academic performance in public secondary schools. Descriptive survey was used and it involved 979 teachers and 72 public schools were used out of 361 public schools by stratified random sampling technique. Academic performance of results of 50 students per teacher which amounted to the score of 48, 5950 students were also used. Two questionnaires were administered and a rating scale was used to gather the study results. Using simple regression, the data was analysed. The findings showed that successful teachers produced students who performed better. It has been reported that the effectiveness of teachers isn't the only thing to consider or determinant that affects the academic performance of students.

Furthermore, George, Sakirudeen, and Sunday (2017) published a study on appropriate classroom management and academic performance of secondary school students in the Akwa Ibom State Local Government Area of Uyo. The study examines good classroom management and academic performance of students in secondary schools in the Uyo local government using a descriptive survey with a population of 2044 senior secondary school one students. A total of 200 students from the five public secondary schools were included in the study". The respondents' facts were collected using a questionnaire, and the study's analytical method was Pearson Product Moment. The findings revealed

that “SS1 students in public secondary schools in the Uyo Local Government Area vary significantly in terms of academic performance based on verbal teaching, corporal punishment, instructional supervision, and delegation of authority to learners”. It was suggested that teachers be educated in classroom management in order to improve students' academic performance. From this study one would be able to know that teachers' characteristics can affect students either positively and negatively.

Another study conducted by Terhile and Nike (2013) to explore the effect of classroom management on the academic performance of students in secondary schools in zone B of the Benue State Senate District. The study used an ex-post facto template with a population of 350 teachers from 30 grant-aided secondary schools. The data for the analysis was collected using four-point Likert scales and evaluated using inferential and descriptive statistics, as well as mean and standard deviation. The study's findings revealed that classroom discipline, encouragement, and the use of effective teaching methods have a major impact on secondary school students' academic performance, and that teachers should always maintain discipline in their classrooms, be creative, and encourage learning in order to achieve attainable and excellent results.

CHAPTER THREE

RESEARCH METHODS

Overview

The main study's objective examined the influence of teachers' characteristics (professional knowledge, professional values and attitudes, professional practice) on students' academic performance in Christian Religious Studies (CRS) in SHS in the Cape Coast Metropolis. This chapter discusses the research methodology. Specifically, the research design, the study area, population, sampling technique, sample size, data collection instrument, procedure for data collection, data processing and analysis.

Research Design

Research design is an overall strategy for researchers to obtain answers to research questions or to test research hypotheses (Amedahe & Gyimah, 2016). Burns and Grove (2003) identify a research design as a blueprint for conducting a study with full control over variables that may affect the validity of the results. Parahoo (1997, p.142) describes a research design as “a plan that describes how, when and where data are to be collected and analyzed”. In other words, the design of the research articulates what information is needed, what methods will be used to collect and interpret the data, and how all this will address the research question.

An explanatory study design was used to examine the impact of teacher characteristics on student academic achievement. Explanatory research seeks to establish any causal ties between the factors or variables that contribute to the research issue, according to Creswell and Plano-Clark (2006). Explanatory research explains which causes produce which effects (Yin, 2003). Beyond

classification, explanatory studies go further. It tries to clarify the explanations for the phenomena that were only observed by the descriptive analysis.

In this analysis, the explanatory research design was adopted because the researcher intended to define explicitly their professional experience, professional practice and professional values and attitudes, the degree and significance of cause-and-effect relationships in between characteristics of teachers and student academic performance. The researcher used this design to clarify the patterns of relationships between variables considered in this study since it focuses on an overview of a situation or a particular problem (Manicas, 2006). The researcher consent in explanatory research was how one variable (teacher's characteristics) affects, or was 'responsible for', changes in another variables (student's academic performance). The study was more interested in understanding, explaining and predicting relationships between the variables (teacher's characteristics and student's academic performance).

The aim of implementing explanatory research was expected to improve the understanding of a researcher on a subject. Because of the lack of statistical power, it did not conclude on outcomes, but let the researcher decide how and why things occur. The main goal of using the explanatory research was to establish any casual relations between the factors or variables that contribute to the problem of the analysis. The researcher adapted the new data and the new insight alone that was discovered during the research. The researcher therefore, deems it appropriate to adopt this research method for this study.

Population

The whole set of individuals of interest to a researcher is the research population (Gravetter & Forzano, 2009). Population means all the persons or

subjects the research is supposed to generalize about (Kothari, 2004). The study was conducted in Cape Coast in the Central region of Ghana. The study covered public SHS in Cape Coast offering CRS and these include; Ghana National College, Mfantshipim Senior High, University Practice Senior High, Academy of Christ the King, Efutu Senior High and Adisadel College.

The population comprised of 10,038 students offering CRS. Thus, all Form two (2) and three (3) students in the Senior High Schools offering CRS in Cape Coast Metropolis. The reason for choosing these group of respondents was that, they have been in the school system for more than a year or two and for that reason they are more likely to have built a rapport with teachers and it is possible that they are in the best place to be chosen as respondents to the questionnaire as compared to the form (1) whom have not spend even a year in school because they were just admitted and now about to study the teachers, build rapport as well as relating with their colleagues, predecessors and the school environment.

Sample and Sampling Procedure

The sample frame for the study was made up of all form two (2) and form three (3) senior high school CRS students in the Cape Coast Metropolis. A sample size of 406 students was determined and selected for the study using Krejcie and Morgan (1970) sampling table. According to the table, a population of 10,038 gave a sample size of 406. However, the researcher chose to add 114 more making it 520 in order to increase external validity check. The Stratified Sampling technique was used by the researcher to divide the entire population into different subgroups. When this was done, the Sample size of each school included the following: Ghana National college (108), Mfantshipim (111),

University Practice Senior High (81), Academy of Christ the King (55), Efutu Senior High (82) and Adisadel College (83).

Table 1: Population of Schools

Name of school	Population	Sample Size
1. Ghana National college	1164(SHS2) 911(SHS3)	108
2. Mfantshipim School	1404(SHS2) 734(SHS3)	111
3. UPSS	907(SHS2) 661(SHS3)	81
4. Academy of Christ the King	738(SHS2) 325(SHS3)	55
5. Efutu Senior High	806(SHS2) 770(SHS3)	82
6. Adisadel College	1164(SHS2) 454(SHS3)	83
TOTAL	10,038	520

The benefit of this technique was that, by classification, it narrowed the gap between types of individuals, which was conducive to collecting representative samples and reducing the sample size. Sampling is the technique of selecting smaller parts of the greater population to be analyzed in order to draw conclusions regarding the population from which the sample was obtained (Orodho, 2012). Sidhu (2002) indicated that a small proportion of a population chosen for study and study was a survey. As a result, by examining the

characteristics of a sample, some inferences about the characteristics of the population from which it was drawn can be made. Sampling helps the researcher to sample, in lieu of the target population, a comparatively small number of units to gain a representation of the entire target population. As a matter of fact, “samples are expected to be representative. For that reason, samples are expected to be chosen by means of sound methodological principles” (Sarantakos, 1997, p. 140).

Data Collection Instruments

All research studies require data collection, according to Gay (1992). With sound and justifiable reasons for the decision, this section addressed the data collection methods and tools used for the analysis. This section also provided a further brief description of the instrument, thus the related things on the instrument as well as the standardized-achievement test.

Questionnaire

The research focused on primary knowledge or data. By using the questionnaire, primary data was obtained. The administration of questionnaires was simple, a simple task to complete and a simple task to score, so it took researchers and respondents very little time. In addition, questionnaires were useful instruments for obtaining a good number of data from a broad number of people or respondents. In this case a population size of senior high school students offering CRS in the Cape Coast Metropolis was large enough to use questionnaire to obtain statistically useful information.

According to Singh (2006), a questionnaire is almost always self-administered, allowing participants to complete it on their own. All the researcher needs to do is plan for their distribution and collection. They have a

highly standardized format, often used to produce quantitative data from a broad sample to test questions or hypotheses about research. To sum up, Fowler (2013) notes that questionnaires were essential tools with less cost to survey large samples of respondents in a shorter period of time than interviews or other study methods.

The key to obtaining the correct information depended on the questions that were set. There were either near, open-ended or both kinds of questions in any well-structured questionnaire (Sanders, 1997). Closed and open-ended items were included in the questionnaire. To ensure that the questionnaire has been crafted in relation to the study goals, it was structured into four parts where each part focused on one objective. The questionnaire was developed using five-point Likert scale ranging from “Strongly Disagree, Disagree, Uncertain, Agree and Strongly Agree”.

Achievement test

Students in Forms 2 and 3 were given a standardized achievement test of 20 multiple choice items to complete in order to assess their academic success. The test was collected and marked by the researcher and scores recorded to cater for the performance variable in the study with which dependent variables such as teachers’ pedagogical knowledge, as well as teachers’ content knowledge were compared with. The test was compiled from the Christian Religious Studies (CRS) past questions.

Data Collection Procedure

The researcher obtained an introductory from The Department of Arts Education letter declaring the intent of the research. The researcher was able to receive permission from the Director of Education of the Cape Coast Metropolis

thanks to this introductory letter and also permission from heads of the different senior high institution where information was collected. The aim of this introductory letter was to solicit assistance as well as to establish a relationship between the researcher and the study participants. The researcher also scheduled the relevant date for which the information was collected.

The researchers themselves, along with two other academic colleagues, conducted the questionnaires. Respondents were assured of their confidentiality until the administration and eventual completion of the questionnaire, and the information given would be kept confidential. Clarity and explanation were given to certain questions as required by the respondents. Again, in order to get information about the student's academic performance, the students were given a test created by the researcher to complete. Each of the respondents was made to answer twenty itemized multiple tests in 20 minutes, after which the test was collected and marked by the researcher. Questionnaires were distributed to 520 students but only 470 students returned filled questionnaire giving the rate of 90.4%.

Ethical Consideration

Research ethics observation helps to preserve the interests of research participants and promote the dignity of research participants (Israel & Hay, 2006). As a way to observe ethics in research, the following steps were taken. The researcher applied for a research permit from the University of Cape Coast Institutional Review Board. Before they were approached for data collection, it was necessary for research participants to get educated. In order to comply with this, through the use of consent letters, the respondents were notified before data collection. Significant information about the research and the importance of

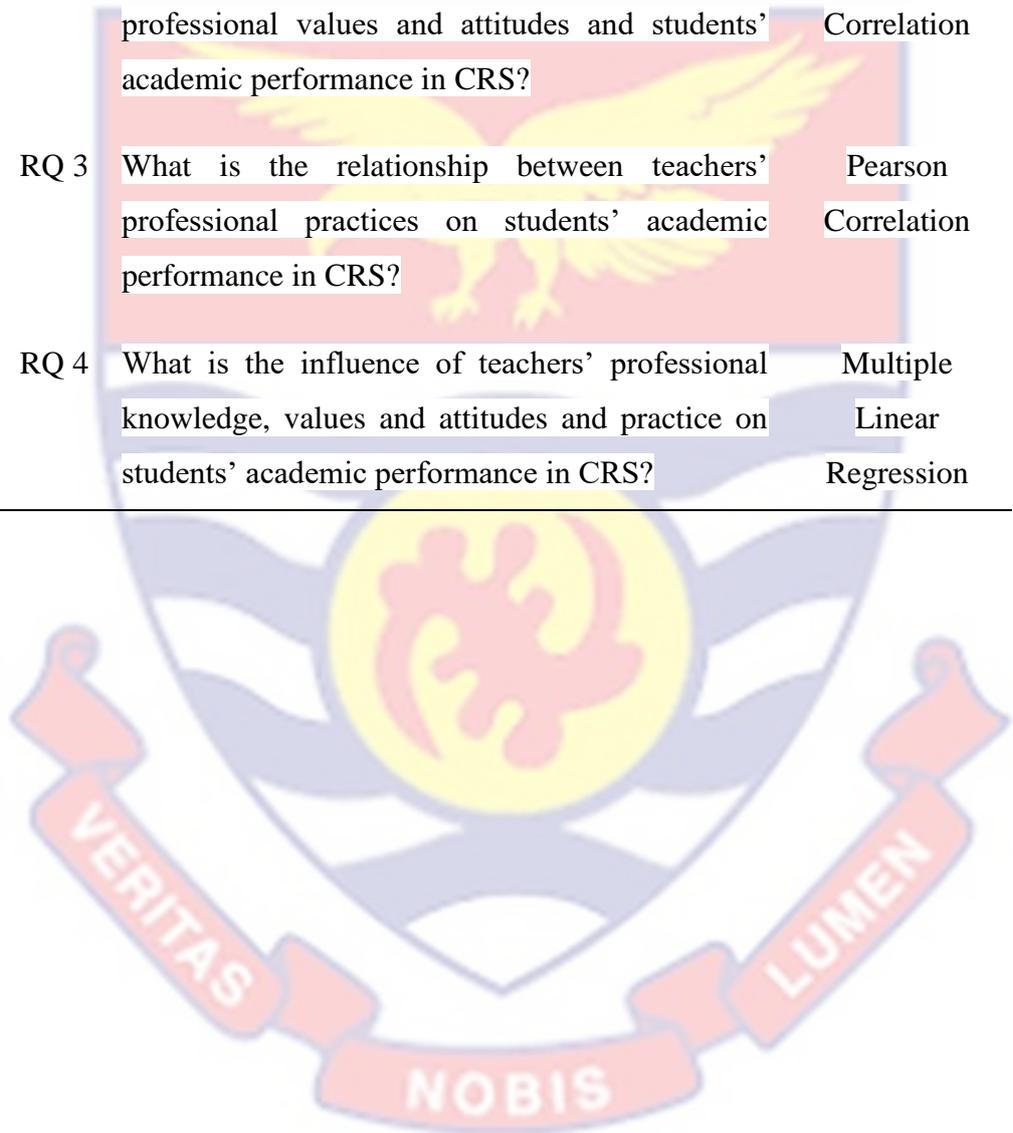
their inclusion in the study was included in consent letters. The aim was to obtain their informed consent and to ensure voluntary engagement. If they felt like doing so, there was an opportunity to withdraw from the study. In the report, anonymity and confidentiality were noted. The names of participants were kept secret in this study and the information obtained from the respondents was used for academic purposes.

Data Processing and Analysis Procedures

By coding close-ended items on the questionnaire and coding repeated answers with respect to open-ended items, data obtained from the field was analyzed. To guarantee the completeness of the questionnaire, the questionnaires were edited. Serial numbers were given to the questionnaires before they were imputed into the Statistical Product for Service Solutions (SPSS version 25.0) software for easy tracking of problems. The positive statements of the Likert scale were coded as (SD = 1, D = 2, U = 3, A = 4 and SA = 5) while the negative statements was coded in the reverse order. The analysis of the data was directed by the research questions that guided the study. Simple linear regression was used by the researcher. Linear regression attempts to model the relationship between two variables by applying a linear equation to observed data. One variable was designated as an explanatory variable, while the other was designated as a dependent variable. The study of regression is a mathematical method for evaluating and modeling the relationship between two or more variables. The data review strategy is summarized in Table 2.

Table 2: Data Analysis Plan

SN	Research Questions	Analysis Tools
RQ 1	What is the relationship between teachers' professional knowledge and students' academic performance in CRS?	Pearson Correlation
RQ 2	What relationship exists between teachers' professional values and attitudes and students' academic performance in CRS?	Pearson Correlation
RQ 3	What is the relationship between teachers' professional practices on students' academic performance in CRS?	Pearson Correlation
RQ 4	What is the influence of teachers' professional knowledge, values and attitudes and practice on students' academic performance in CRS?	Multiple Linear Regression



CHAPTER FOUR

RESULTS AND DISCUSSION

Overview

The study's main goal was to see how teacher characteristics influenced student academic success in SHS, in the Cape Coast Metropolis. Centered on the research questions, this chapter relates to the introduction, interpretation and discussion of the results obtained. In two sections, this is done. The first segment provides descriptive statistics of the respondents' demographic characteristics. In response to the research questions, the second segment discusses the outcomes and the discussion of the findings.

Background Information of Respondents

In order to provide a consistent description of the respondents, the information derived from the demographic profiles of the respondents relate to their gender and age distribution. In Table 3, the results are presented.

Table 3: Demographic Profile of Respondents (n=470)

Variable	Sub-scale	Freq.	%
Gender	Male	161	39.60
	Female	246	60.40
Age group	Below 15 years	2	0.50
	15-18 years	301	74.00
	Above 18 years	104	25.60

Source: Field data, 2020

Table 3 shows the results of students' demographic characteristics. Concerning gender distribution, it was found that out of 470 respondents, a majority (n = 246; 60%) were female students while 161 of them representing 40% male students. This finding shows that there were more female students

than male students. Most students were also within the age range of 15-18 years with respect to the age distribution of respondents (n = 301; 74%) and 104(26%) of them were within the age bracket of above 18years. The gender and age distribution of the students might influence the way they perceive their teachers in terms of professional knowledge, professional values and attitudes and professional practices.

Research Question One: What is the relationship between teachers’ professional knowledge and students’ academic performance in CRS?

The goal of this research question was to assess the link between the professional knowledge of teachers and the academic performance of students in CRS. The data gathered on teachers’ professional knowledge was transformed to a form a composite variable. The data was analyzed using Pearson Correlation. To ensure that there were no breaches of the assumptions of normality, linearity and homoscedasticity, preliminary tests were conducted. In Table 4, the results are presented.

Table 4: Relationship between Teachers’ Professional Knowledge and Students’ Academic Performance in CRS

Variable	Mean	SD	r	r ²	p-value
Academic performance	73.60	13.20			
Teachers’ professional knowledge	40.03	7.77	*0.381	0.145	*0.000

Source: Field data, 2020

*Significant at 0.05

The relationship between the professional knowledge of teachers and the academic performance of students in CRS was investigated using Pearson's product-moment correlation coefficient, as shown in Table 4. The study results showed that there was a positive, moderate association (correlation) between

professional knowledge ($M = 40.03$; $SD = 7.77$) and students' academic performance in CRS ($M = 73.60$; $SD = 13.20$) [$r = 0.381$, $r^2 = 0.145$, $p < 0.001$], with high level of perceived teachers' professional knowledge matching with high level of academic achievement of students in CRS. This result implies that positive teachers' professional knowledge would significantly determine and influence students' academic achievement in CRS positively and vice versa. In the same way, based on the coefficient of determination value ($r^2 = 0.145$), it could be concluded that teachers' professional knowledge explains or account for only approximately 15% of the changes in students' academic achievement in CRS. This, therefore, suggests that other teacher-related variables not included in this study account for around 85 percent of the improvements in the academic achievement of students in CRS. It is concluded that there is a statistically significant correlation between teachers' professional knowledge and students' academic achievement in CRS. As a result, the null hypothesis is denied.

The outcome of the current study was corroborated by the study of other researchers who examine the relationship between teachers' professional knowledge and academic performance (Kiamba et al, 2017; Didinya et al., 2018; Förtsch et al., 2018; Olasehinde-Williams et al., 2018). In Kenya, Kiamba et al. (2017) found that teachers' subject matter knowledge had significant influence on students' achievement in Kiswahili language ($r = 0.618$, $p\text{-value} = 0.000$). Similarly, in Kenya, Didinya et al. (2018) shown that teachers' professional knowledge significantly and positively affects students' academic performance. In Germany, Förtsch et al. (2018) found that the Pedagogical Content Knowledge (PCK) and Content Knowledge (CK) of teachers had no

direct impact on the performance of students. Teachers' PCK, on the other hand, had a significant and optimistic indirect effect on ELMO-mediated student achievement. In Nigeria, Olasehinde-Williams et al. (2018) discovered that teachers' pedagogical and subject content knowledge were significant predictors of students' academic achievement.

Research Question Two: What relationship exists between teachers' professional values and attitudes and students' academic performance in CRS?

The purpose of this research question was assessing the relationship between teachers' professional values and attitudes and students' academic performance in CRS. The data gathered on teachers' professional values and attitudes was transformed to a form a composite variable. The data was analyzed using Pearson Correlation. To ensure that the assumptions were not violated normality, linearity and homoscedasticity, preliminary tests were conducted. In Table 5, the results are presented.

Table 5: Relationship between Teachers' Professional Values and Attitudes and Students' Academic Performance in CRS

Variable	Mean	SD	r	r ²	p-value
Academic performance	73.60	13.20	*0.380	0.144	0.000
Teachers' professional values and attitudes	45.07	8.71			

Source: Field data, 2020

*Significant at 0.05

The Pearson product-moment correlation coefficient was used to analyze the relationship between teachers' professional values and attitudes and students' academic success in CRS, as shown in Table 5. The study found a strong moderate association between teachers' professional values and attitudes

($M = 45.07$; $SD = 8.71$) and students' academic success in CRS ($M = 73.60$; $SD = 13.20$) [$r = 0.380$, $r^2 = 0.144$, $p < 0.001$], with high levels of perceived teachers' professional values and attitudes associated with high levels of students' academic achievement in CRS. This result implies that positive teachers' professional values and attitudes would significantly determine and influence students' academic achievement in CRS positively and vice versa. Equally, based on the coefficient of determination value ($r^2 = 0.144$), it could be concluded that teachers' professional values and attitudes explain or account for only approximately 14% of the changes in students' academic achievement in CRS. This therefore implies that there about 86% of the changes in students' academic achievement in CRS are accounted for by other variables or factors which are considered in this current study. It has been established that there is a statistically significant correlation between the professional values and attitudes of teachers and the academic performance of students in CRS, thereby denying the null hypothesis.

The study's conclusions are consistent with the findings prior to the studies on teachers' professional values and attitudes and students' academic achievement (Durojaiye, 1976; Centra & Potter, 1980; Aladejana, 2000; Adediwura & Tayo, 2007; Alafiatayo et al., 2016; Ekperi et al., 2019; Mensah et al., 2013). Mensah et al. (2013) discovered a significant relationship between teacher attitude and student attitude toward mathematics in Ghana, finding that teachers' positive attitudes radiated trust in students, helping them build a positive attitude toward mathematics learning. Ekperi et al. (2019) found that attitude of teachers correlated positively and significantly with students' academic performance. Alafiatayo et al. (2016) have discovered a significant

relationship between the variables of teachers and the academic performance of students in biology. In Nigeria, Adediwura and Tayo (2007) found that the interpretation of teachers' knowledge of subject matter, attitude to work and teaching abilities by students has a significant relation with the academic performance of students.

Research Question Three: What is the relationship between teachers' professional practices on students' academic performance in CRS?

The aim of this research question was to examine the relationship between the professional practices of teachers on the academic performance of students in CRS. The knowledge collected on the professional practices of teachers has been translated into a composite variable form. Using Pearson Correlation, the data was analyzed. To ensure that there were no breaches of the assumptions of normality, linearity and homoscedasticity, preliminary tests were conducted. In Table 6, the results are presented.

Table 6: Relationship between Teachers' Professional Practices and Students' Academic Performance in CRS

Variable	Mean	SD	r	r ²	p-value
Academic performance	73.60	13.20			
Teachers' professional practices	55.30	12.61	*0.403	0.162	0.000

Source: Field data, 2020

*Significant at 0.05

Table 6 presents the findings of the relationship between professional practices of teachers on the academic performance of students in CRS. The results of the analyses indicated that there was a positive moderate correlation between the teachers' professional practices (M = 55.30; SD = 12.61) on

students' academic performance in CRS ($M = 73.60$; $SD = 13.20$) [$r = 0.403$, $r^2 = 0.1627$, $p < .001$], with high level of perceived teachers' professional practices associated with high level of students' academic achievement in CRS and vice versa. This result implies that positive teachers' professional practices would significantly determine and influence students' academic achievement in CRS. Likewise, based on the coefficient of determination value ($r^2 = 0.1627$), it could be concluded that teachers' professional practices explain or account for only approximately 16% of the changes in students' academic achievement in CRS. This also means that other variables or influences account for approximately 84 percent of the improvements in the academic performance of students in CRS. It is concluded that there is a statistically significant correlation between the professional practices of teachers and the academic performance of students in CRS, thereby rejecting the null hypothesis.

The study's results are in line with those of the previous studies of earlier researchers on teachers' professional practices and academic performance (Huffman et al., 2003; Ganyaupfu, 2012; Terhile & Nike, 2013; George et al., 2017; Agharuwhe & Nkechi, 2009). George et al. (2017) differ substantially in terms of academic performance based on verbal teaching, corporal punishment, instructional power, and delegation of authority to learners. Ganyaupfu (2012) revealed that the most productive approach that yields the best student outcomes is the combination of both teacher-centered and student-centered teaching approaches in teaching learners. Terhile and Nike (2013) found that the discipline, encouragement and use of effective teaching methods in the classroom significantly affect the academic performance of students in secondary schools and recommended that teachers should always maintain

discipline, innovate and motivate learning in their classrooms in order to attain achievable and outstanding performance and the end of each academic session.

Research Question Four: What is the influence of teachers’ professional knowledge, values and attitudes and practice on students’ academic performance in CRS?

The research question four was to determine the influence of teachers’ professional knowledge, values and attitudes and practice on students’ academic performance in CRS. The data was analyzed using multiple linear regression. The dependent variable (outcome variable) was students’ academic performance in CRS and the predictors were teachers’ professional knowledge, values and attitudes and practice. Prior to the regression analysis, the assumptions of multivariate normality, outliers, linearity, autocorrelation, multicollinearity and singularity, homoscedasticity and independence of residuals were tested. The results are presented in Table 7.

Table 7: Influence of Teachers’ Professional Knowledge, Values and Attitudes and Practice on Students’ Academic Performance

Variable	B	SE	Beta	t-value	Sig.
Constant	39.381	3.522		*11.182	0.000
Professional knowledge	0.354	0.092	0.209	*3.855	0.000
Professional values and attitudes	0.197	0.101	0.130	*1.938	0.053
Professional practice	0.202	0.072	0.193	*2.814	0.005
Multiple R	= 0.455		F-value		= 34.981
Multiple R square	= 0.207		Sig-value		= 0.000
adjusted R square	= 0.201		DW		= 1.565

Source: Field data, 2020

*Significant at 0.05

Table 7 presents the effects of the impact of professional knowledge, values and attitudes of teachers and practice on the academic performance of students in CRS. The findings indicate that the professional knowledge, values and attitudes and practice of teachers had a statistically significant effect on the academic performance of students in CRS, $F = 34.981$, $R = 0.455$; $R^2 = 0.207$; $p < .001$. The findings of the multiple regression analysis indicate that the coefficients of multiple correlations were 0.455. This implies that the bond between independent variables (teachers' professional knowledge, values and attitudes and practices) and dependent variable (students' academic performance in CRS) was positive moderate and statistically significant. The $R^2 = 0.207$ simply means that about 21% of the disparity in students' academic performance in CRS is clarified and accounted for by the predictors as the independent variables.

As shown in Table 7, the constant of the regression model was ($B = 39.381$, $SE = 3.522$, $t = 11.182$, $p < .001$). This means that even when the independent variables (teachers' professional knowledge, values and attitudes and practices) are held constant, students' academic achievement in CRS would be 39.381. Thus, if students perceived CRS teachers to be ineffective or poor in professional knowledge, values and attitudes and practices, they would still have some level of academic achievement in CRS. This value was statistically significant at 5% alpha level.

In Table 7, the coefficient of teachers' professional knowledge ($B = 0.354$; $SE = 0.092$; $t = 3.855$; $p < .001$) shows that teachers' professional knowledge has positive effect on students' academic achievement in CRS. This means that students' academic achievement in CRS score would increase by

35.4% for every unit increase in teachers' professional knowledge. This result confirmed the study of Shulman (1986) that for teachers to make significant changes in students' academic achievement, they must have adequate content knowledge, general Pedagogy, and Pedagogical Content Knowledge (PCK) and demonstrate Knowledge of the characteristics of the learners, so that appropriate lesson will be structure and sequence, appropriate teaching and learning resources, pedagogies and learning experience would be selected to match the need of the students.

The result of the current study was corroborated by the study of other researchers who examine the relationship between teachers' professional knowledge and academic performance (Kiamba et al, 2017; Didinya et al., 2018; Förtsch et al., 2018; Olasehinde-Williams et al., 2018). In Kenya, Kiamba et al. (2017) found that the subject matter knowledge of teachers had a significant effect on the achievement of students in Kiswahili ($r=0.618$, p -value=0.000). Similarly, in Kenya, Didinya et al. (2018) showed that teachers' professional knowledge significantly and positively affects students' academic performance. In Germany, Förtsch et al. (2018) found that the Pedagogical Content Knowledge (PCK) and Content knowledge (CK) of teachers had no direct impact on the success of students. The PCK of teachers, however, had a major indirect and positive impact on ELMO-mediated student achievement. Olasehinde-Williams et al. (2018) in Nigeria found that teachers' pedagogical and subject content knowledge were found to be significant predictor of the academic success of students.

From Table 7, the coefficient of teachers' professional values and attitudes ($B = 0.197$; $SE = 0.101$; $t = 1.938$; $p = 0.053$) means that teachers'

professional values and attitudes has a positive effect on students' academic achievement in CRS. Accordingly, students' academic achievement in CRS score would increase by 19.7% for every unit increase in teachers' professional values and attitudes. The results of the review are consistent with the findings prior to the studies on teachers' professional values and attitudes and students' academic achievement (Durojaiye, 1976; Centra & Potter, 1980; Aladejana, 2000; Adediwura & Tayo, 2007; Alafiatayo et al., 2016; Ekperi et al., 2019; Mensah et al., 2013). A significant relationship between teacher attitudes and student attitudes towards mathematics in Ghana, Mensah et al. (2013). The study found that the positive attitude of teachers radiated confidence in students and thus helped them develop a positive attitude towards mathematics learning. Ekperi et al. (2019) found that educators' attitudes associated favorably and substantially with the academic success of students. Alafiatayo et al. (2016) have found an important correlation between teacher variables and the academic achievement of students in biology. In Nigeria, Adediwura and Tayo (2007) found that the interpretation of teachers' knowledge of subject matter, attitude to work and teaching abilities by students has an important relationship with the academic performance of students.

As evident in Table 7, the coefficient of teachers' professional practice ($B = 0.202$; $SE = 0.072$; $t = 2.814$; $p = 0.005$) means that teachers' professional practice has a positive effect on students' academic achievement in CRS. Accordingly, students' academic achievement in CRS score would increase by 20.2% for every unit increase in teachers' professional values and attitudes. The results of the study are in agreement with the findings of earlier researchers on teachers' professional practices and academic performance (Huffman et al.,

2003; Ganyaupfu, 2012; Terhile & Nike, 2013; George et al., 2017; Agharuwhe & Nkechi, 2009). George et al. (2017) differ significantly in terms of academic performance based on verbal instruction, corporal punishment, instructional supervision, and delegation of authority to learners. Ganyaupfu (2012) revealed that integrating teacher-centered and student-centered teaching methods in teaching learners is the most productive technique that yields the best results for students. Terhile and Nike (2013) found that classroom discipline, motivation and use of appropriate teaching methods significantly influences students' academic performance in secondary schools and suggested that teacher should always maintain discipline in their classrooms, innovative and motivate learning in order to attain achievable and excellent performance and the end of every academic session.

From these results, it is concluded that CRS teachers' professional knowledge, value and attitude and practice statistically significantly predicted students' Academic performance in CRS, $F = 34.981$, $R = 0.455$; $R^2 = 0.207$; $p < .001$. All three variables (professional knowledge, professional practice and professional value and attitude added to the prediction statistically significantly, $p < .05$. The null hypothesis, therefore, states that there is no statistically significant influence of professional knowledge, professional practice and professional value and attitude on students' academic performance in CRS was rejected.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMEDATIONS

Overview

The study's main aim was to look into the effects of teacher characteristics on students' academic performance in Christian Religious Studies (CRS) in SHS in the Cape Coast Metropolis. This final section summarizes the report, draws conclusions, and suggests policy and practice recommendations. The summary covers the research process and key findings. Finally, suggestions for further research are provided for future exploration on teachers' characteristics (professional knowledge, professional values and attitudes, professional practice) and students' academic performance in Christian Religious Studies (CRS).

Summary of the Research Process

The study was carried out in order to find out how teacher characteristics in terms of their professional knowledge, professional values and attitudes, and professional practice influence students' academic performance in CRS in SHS in the Cape Coast Metropolis. The following research questions directed the study.

1. What is the relationship between teachers' professional knowledge and students' academic performance in CRS?
2. What relationship exists between teachers' professional values and attitudes and students' academic performance in CRS?
3. What is the relationship between teachers' professional practices on students' academic performance in CRS?

4. What is the influence of teachers' professional knowledge, values and attitudes and practice on students' academic performance in CRS?

In order to define the degree and essence of cause-and-effect relationships between teacher characteristics (professional knowledge, professional practice and professional values and attitudes) and students' academic performance in CRS, the study employed a descriptive, explanatory survey design. In the Cape Coast Metropolis Senior High Schools, the research population was all CRS students in the selected schools. The research sample consisted of 520 CRS students out of 10,038 CRS students and was chosen using a proportionate random sampling technique. The data was gathered using a self-developed questionnaire evaluating the characteristics of CRS teachers (professional knowledge, professional values and attitudes, professional practice) and a test consisting of 20 questions from previous WAEC CRS questions. During the data collection, an ethical procedure was followed. The data was analyzed using descriptive (frequency, mean, and standard deviation) and inferential (Pearson Correlation and Multiple linear regression) statistics in SPSS version 25.0.

Key Findings

1. Regarding research question one; the study uncovered that there was statistically significant correlation between teachers' professional knowledge and students' academic performance in CRS.
2. To research question two, the study discovered that there was statistically significant correlation between teachers' professional value and attitude and students' academic performance in CRS.

3. As regards to research question three, the study discovered that there was statistically significant correlation between teachers' professional practices and students' academic performance in CRS
4. Finally, the study found that teacher characteristics (professional knowledge, professional attitude and value and professional practices) statistically significant influence students' academic performance in CRS with the highest predictor being professional knowledge, followed by professional practices and professional values and attitude.

Conclusions

The study concluded that CRS students had positive feedback on teachers' characteristics as measured by professional knowledge, professional attitudes and values and professional practice, and how these qualities influence their academic performance in CRS. Accordingly, it is concluded that the students saw their teachers as being highly effective in instructional delivery. This implies that CRS teachers possess a great deal of competencies (knowledge, attitude and skills) to improve students learning in CRS and to ensure effective curriculum implementation. This could lead to quality education and increase students' competencies (knowledge, attitude and skills).

With regard to the professional knowledge of teachers, the study concluded that CRS teachers should react to their students' needs in their educational contexts, using a form of professional knowledge and research, taking into account the background characteristics of learners (e.g. diverse linguistic, cultural and religious characteristics). They may relate learning to the previous knowledge, histories, life experiences, and interests of students, use a variety of teaching methods, tools, and technology to meet the varied learning

needs of students, track student learning, and change instruction while teaching. They should plan their lessons around their learners' physical, social, and intellectual progress and characteristics. They have the potential to boost students' literacy and numeracy within their subject areas.

The study concluded that CRS teachers should make learning engaging and valued with respect to the professional practice of teachers. They will develop and maintain safe, inclusive, and demanding learning environments, as well as incorporate fair and equitable action management strategies. They can employ advanced communication techniques, compile a list of effective teaching techniques, and apply them to well-designed teaching programs and lessons. To ensure that they meet the education needs of their students, they should analyze all aspects of their teaching practice. To diagnose learning difficulties and to challenge students to enhance their results, they may interpret and use student evaluation data.

Relating to teachers' professional value and attitude, the study concluded that CRS teachers had high level of professional engagement. They should focus on teaching practice, set professional goals and participate in ongoing and purposeful professional growth and development, collaborate with colleagues and the larger professional community to encourage teacher and student learning, work with families to support student learning, assist the educational program, include local stakeholders, and handle public relations in order to support student learning.

Finally, the study concluded that CRS teachers' characteristics which are measured in terms of professional knowledge, professional practice and

professional value and attitude are significant factors that positively influence students' academic performance in CRS.

Recommendations

Based on the outcomes, the following recommendations are given.

1. The study recommended that Ministry of Education (MoE) in partnership with Ghana Education Services (GES) and school management should continue to organise seminars and workshops on teachers' professional knowledge, professional practices and professional value and attitude, to enlighten teachers on the advantages of innovative and instructional practices that are geared towards innovation enhancement since these elements are the core of the national teaching standards in Ghana.
2. Since high professional knowledge (knowledge of learners and how they acquire and distinguish the content and how to impart it) was accessible to the CRS teachers, the study recommended that they continue to:
 - a) demonstrate knowledge and understanding of research on student physical, social and intellectual development and characteristics and how these can influence learning and teaching implications.
 - b) create and implement instructional practices and strategies that integrate differentiated strategies to address the particular learning abilities and needs of students from diverse backgrounds and student involvement and learning.
 - c) organize content into consistent, well-sequenced teaching and learning programs and apply knowledge of the teaching area's

content and teaching methods to establish engaging teaching activities.

3. Since, the CRS teachers had high professional practice, the study recommended that they should continue to:

a) plan and execute successful teaching and learning through the development of challenging learning objectives, the provision of well-structured and sequential learning lessons that involve students and promote learning, the collection and use of relevant and appropriate teaching methods and tools to engage students in learning in order to support their skills and effective communication strategies

b) build and sustain positive and healthy learning environments by identifying strategies to encourage inclusive engagement and participation of students in classroom activities, creating and maintaining orderly and workable routines to create an atmosphere in which student time is spent on learning assignments, setting and negotiating clear expectations with students and resolving discipline issues

c) assess, provide feedback and report on student learning through the implementation and use of all evaluation methods to evaluate student learning, provide students with sufficient feedback on their learning and use student evaluation data to analyze and evaluate student understanding of subject/content, identify interventions and change teaching practice.

4. Since, the CRS teachers had high professional attitude and value, the study recommended that they should continue to engage in professional learning by identifying and planning professional learning needs, participating in professional learning like CPD activities to improve practice, Seeking and applying constructive feedback from supervisors and teachers to improve teaching practices, undertaking professional learning programs designed to address identified student learning need, meeting professional ethics and responsibilities, complying with legislative, administrative and requirements and participating in professional and community networks and forums to broaden knowledge and improve practice

Suggestions for Further Studies

1. Since this study only focused on senior high schools in Cape Coast Metropolis, further studies should be conducted by using different study areas or locations to examine how CRS teachers' professional knowledge, professional practice and professional value and attitude influence students' academic performance in the subject.
2. Since the study only uses the views of students, another study should be conducted, using the views of school heads, teachers and students on the same phenomenon.

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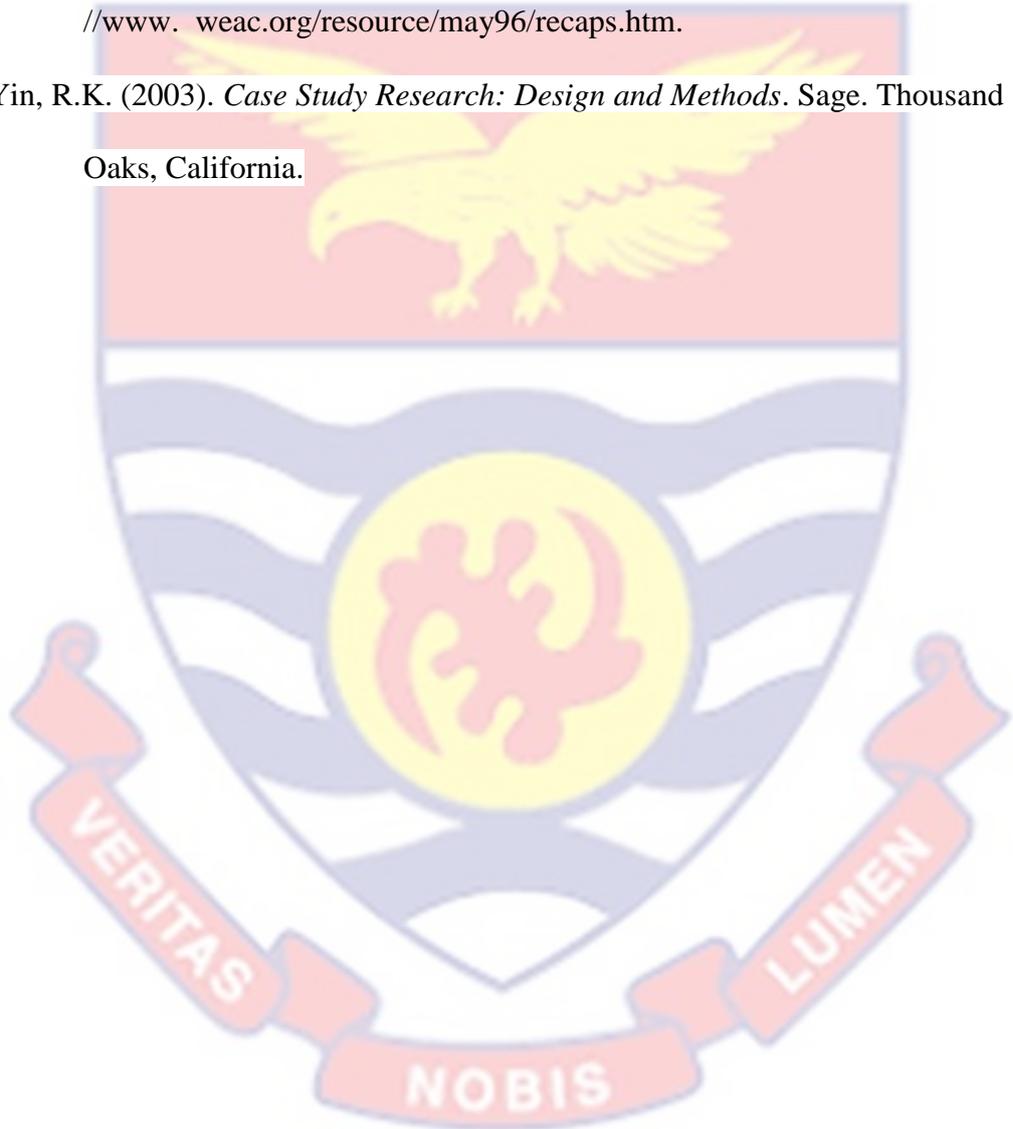
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APPENDICES

APPENDIX A

UNIVERSITY OF CAPE COAST
DEPARTMENT OF ART EDUCATION

Questionnaire for CRS Students

Dear Respondent

This questionnaire measures the characteristics of teachers as a determinant of the academic performance of students at Cape Coast Metropolis Senior High Schools offering CRS. The questionnaire is essentially an academic project. I humbly request your cooperation and assure you that all information given or supplied here will be dealt with absolute confidentiality.

Instructions

Please respond to each of the following items by ticking () the appropriate response box.

SECTION A

1. Gender
 - a. Male []
 - b. Female []
2. Age
 - a. Below 15 years []
 - b. 15-18 years []
 - c. Above 18 years []

SECTION B

Professional Knowledge

Please state the degree to which you agree or disagree with the following statement regarding your school teachers in CRS.

STATEMENT	SD	D	U	A	SA
1. My teacher respects each student in the class.					
2. My teacher has secure content knowledge (know the subject very well).					
3. My teacher knows how to teach the subject very well.					
4. My teacher knows the school system very well.					
5. My teacher takes his/her time to teach well on a particular topic we understand in class.					
6. My teacher uses different approach (style) in teaching.					

7. My teacher makes sure each student takes part and contributes in classroom.					
8. My teacher has good grasp of knowledge on the subject.					
9. My teacher knows several ways of organizing learning.					
10. My teacher always provides answers to question that students ask in class.					

SECTION C
Professional Practice

Please indicate the extent to which you agree or disagree with the following statement concerning your CRS teachers in school.

STATEMENT	SD	D	U	A	SA
1. My teacher plans everything he/she wants to teach in a term.					
2. My teacher is friendly and fair to each student in class.					
3. My teacher offers praise and encouragement to each student in the class.					
4. My teacher makes learning important to students.					
5. My teacher explains concept clearly using examples familiar to the students.					
6. My teacher listens to students in class					
7. My teacher gives immediate feedback to each student in class.					
8. My teacher ensures each student participate equally in class					
9. My teacher knows when students do not pay rapt attention in class					
10. My teacher uses both the English and local language to explain things in class.					
11. My teacher takes note when the students do not understand what is being taught in class.					
12. My teacher has high expectations for all students.					
13. My teacher is fair when marking our exam papers.					
14. teacher came to class prepared					

SECTION D

Professional Values and Attitudes

Please indicate the extent to which you agree or disagree with the following statement concerning your CRS teachers in school.

STATEMENT	SD	D	U	A	SA
1. My teacher always advises us not to depend on textbooks alone.					
2. My teacher delegates class roles to students (class captain, duty roaster).					
3. My teacher always comes to school.					
4. My teacher always comes to class on time (punctual).					
5. My teacher obeys all the school rules and regulation.					
6. My teacher avoids exploiting the vulnerability (taking advantage) of students					
7. 7. My teacher works under policies that identify their professional obligations and responsibilities.					
8. My teacher attends and contributes to school meetings appropriately (PTA).					
9. My teacher behaves in a particular manner when he/she comes to class					
10. My teacher has positive attitudes towards each student in class.					
11. My teacher always forgives student who misbehaves in class.					
12. My teacher shows compassion towards each student in class.					

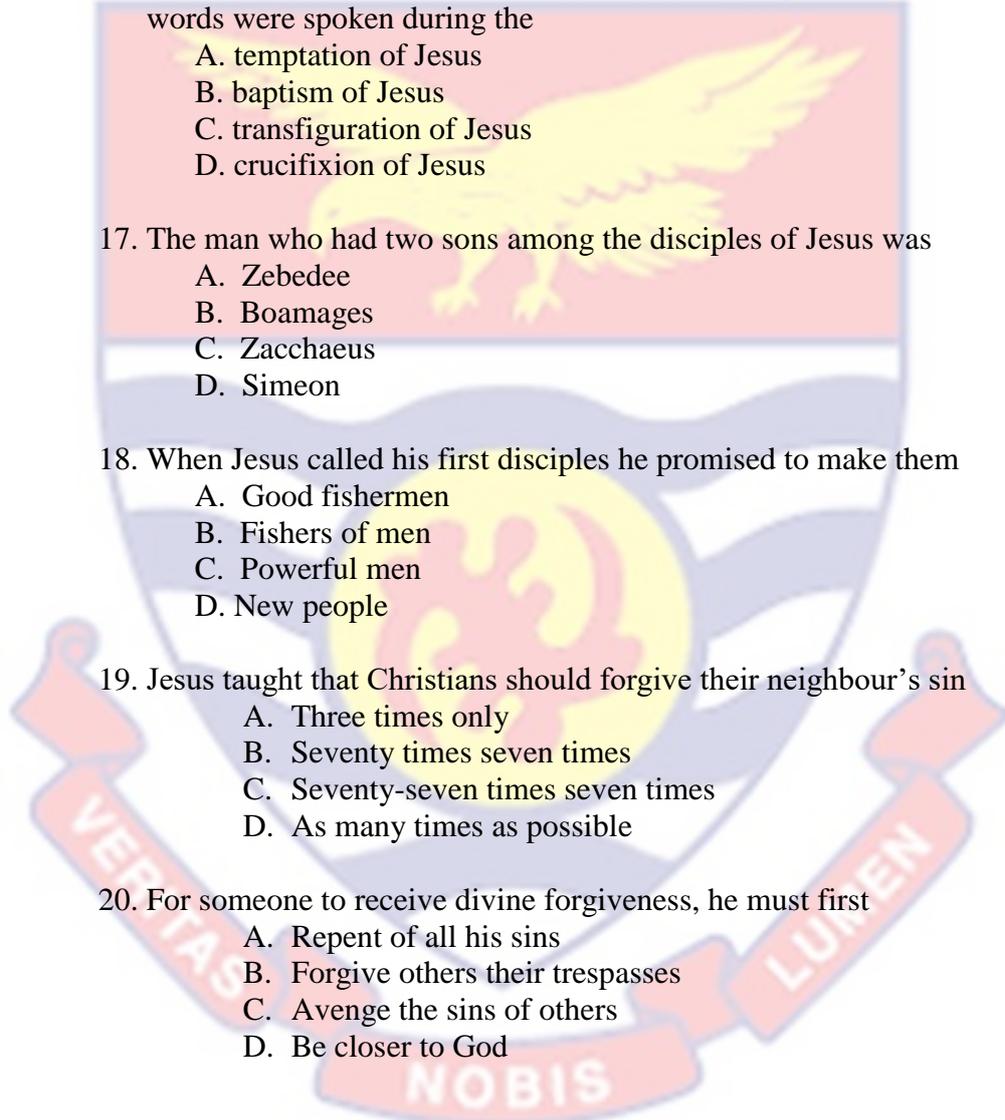
APPENDIX B
**Standardized Achievement Test for Assessing Students’
Academic Performance in CRS**

Introduction

Provide answers to the following questions by circling the Letter with the Correct answer

1. God was pleased with Solomon at Gibeon because Solomon
 - A. promised to walk in His statutes and ordinances
 - B. asked for an understanding mind to enable him govern Israel
 - C. requested for long life and riches to help rule well
 - D. prayed for power to conquer all his enemies
2. What did Elijah use as fuel on the wood in his contest with Baal worshippers
 - A. vinegar
 - B. water
 - C. oil
 - D. kerosene
3. Naboth would not give the vineyard to Ahab because it was
 - A. under cultivation
 - B. inherited from his fathers
 - C. better than Ahab’s offer
 - D. undervalued by the king
4. King Josiah is best known for his
 - A. religious apostasy
 - B. religious reforms
 - C. good administration
 - D. successful military campaigns
5. When Shadrach, Meshach and Abednego survived the fiery furnace, all of these occurred except?
 - A. Nebuchadnezzar praising the God of Israel
 - B. the promotion of the three men
 - C. the killing of those who spoke against Israel’s God
 - D. Nebuchadnezzar’s destruction of all his gods
6. Daniel was delivered from the lion’s den unhurt because
 - A. of his faith in God’s power
 - B. of the king’s prayer
 - C. he was able to charm the lions
 - D. the lions were kind to him

7. Which of the following prophets was referred to as “Prophet of Doom”?
- A. Isaiah
 - B. Ezekiel
 - C. Amos
 - D. Jeremiah
8. Nebuchadnezzar punished those who refused to worship the golden image by throwing them into
- A. River Nile
 - B. River Euphrates
 - C. a furnace
 - D. a lion’s den
9. God’s favour for Daniel was shown when
- A. Daniel prayed to god with faith
 - B. Daniel was not eaten by the lions
 - C. Daniel and others were not burnt up
 - D. The exiles were set free by Cyrus
10. Naaman became angry when Elisha asked him to wash in the Jordan river because
- A. there were better rivers in Syria
 - B. Elisha did not come to meet him
 - C. Elisha’s prescription was too ordinary
 - D. the source of River Jordan was in Syria
11. The high priest at the time of rebuilding the Temple was
- A. Nehemiah
 - B. Ezra
 - C. Jeshua
 - D. Haggai
12. The return from exile fulfilled the prophecy of
- A. Ezekiel
 - B. Deutro-Isaiah
 - C. Isaiah
 - D. Jeremaih
13. The first child of Hosea and Gomer was called
- A. not my people
 - B. Jezreel
 - C. not pitied
 - D. pitied
14. When David’s son born to him by Bathsheba died, she bore another son called
- A. Absalom
 - B. Ammon

- C. Solomon
D. Tamar
15. Jesus came to John at River Jordan to
- A. proclaim Himself as Messiah
 - B. disclose himself to John
 - C. call some of John's disciples
 - D. receive baptism like others
16. "This is my beloved son, with whom I am well pleased." These words were spoken during the
- A. temptation of Jesus
 - B. baptism of Jesus
 - C. transfiguration of Jesus
 - D. crucifixion of Jesus
17. The man who had two sons among the disciples of Jesus was
- A. Zebedee
 - B. Boamages
 - C. Zacchaeus
 - D. Simeon
18. When Jesus called his first disciples he promised to make them
- A. Good fishermen
 - B. Fishers of men
 - C. Powerful men
 - D. New people
19. Jesus taught that Christians should forgive their neighbour's sin
- A. Three times only
 - B. Seventy times seven times
 - C. Seventy-seven times seven times
 - D. As many times as possible
20. For someone to receive divine forgiveness, he must first
- A. Repent of all his sins
 - B. Forgive others their trespasses
 - C. Avenge the sins of others
 - D. Be closer to God
- 

APPENDIX C

Introductory Letter

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF HUMANITIES AND SOCIAL SCIENCES EDUCATION
DEPARTMENT OF ARTS EDUCATION

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YOUR REF:



Date: 25th November, 2019

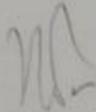
TO WHOM IT MAY CONCERN
(LETTER OF INTRODUCTION)

This is to certify that the understated name:

MSS BRIDGET TED BROWN

is an M.Phil student in the Department of Arts Education of the University of Cape Coast, Ghana. She is required to carry out a research study on the topic "INFLUENCE OF TEACHER CHARACTERISTICS ON STUDENT'S ACADEMIC PERFORMANCE".

I would be grateful if you would offer her any assistance that she needs.



REV. PROF. SETH ASARE-DANSO (PhD)
HEAD OF DEPARTMENT

