

An Investigation into Public Basic School Teachers Teaching Styles and Motivational Strategies in Ghana

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Abstract

The purpose of the study was to investigate the teaching styles and motivational strategies of public primary school teachers in the Cape Coast Metropolis. The design for this study was descriptive. The population for this study included all public primary school trained teachers and pupils in the Central Region of Ghana. Two hundred and fifty-five teachers and eighty-seven pupils were sampled from basic schools in Cape Coast in the central region of Ghana. Purposive and stratified random sampling techniques were used to select the district and respondents for the study. Data collection was facilitated through the administration of questionnaire. Both teachers and pupils were made to respond twenty-seven (27) close-ended and four open-ended questionnaire items for this study. The data was edited, coded and analysed into percentages with interpretations. The data collected was first grouped and coded using numerical values (coded manual) of the Test Analytics for Surveys (TAfS), a tool of Predictive Analytic Software (PASW) Version 18.0. Both descriptive and inferential statistics were used for the data analysis. The study revealed that the various teaching styles and motivational strategies used by trained teachers helped boost pupils' academic performance in the various public schools. It was recommended that teachers use caring voice when teaching in order to make learning interesting for pupils. It was also recommended that trained teachers ensure they engage pupils more during the teaching process (learner-centred).

Keywords

Public, Basic, School, Teachers, Teaching Styles, Motivation, Strategies, Ghana

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1. Introduction and Background

The philosophy underpinning teacher education in Ghana aims at producing teachers imbued with professional skills, attitude and values and depth and breadth of content knowledge as well as the spirit of enquiry, innovation and

creativity that will enable them to adapt to changing conditions, use inclusive strategies and engage in life-long learning. The teachers are required to have a passion for teaching and leadership, to reflect on their practice, and engage with members not only in the school community but also in the wider community, and act as potential agents of change [1]. This posits that the teaching styles used by teacher during learning period can never be underestimated.

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Teaching styles are distinct from methods of instruction such as lecturing or cooperative learning. It defines the behaviours that teachers exhibit as they interact with pupils. Like pupils and learning styles, teachers may exhibit a teaching style preference while being able to teach in a number of different styles [2]. Apart from the teaching styles used by teachers in the classroom, motivational strategies are also some of the factors that are associated with high educational achievement [3]. With regards to intrinsic and extrinsic motivation, when pupils are intrinsically motivated in the classroom situation it shows great impact their educational results. Pupils believe they can be effective agents in reaching desired goals or are interested in mastering a topic, rather than just rote-learning to achieve good grades, they can be intrinsically motivated [3]. Extrinsic motivation comes from outside of the individual. Common extrinsic motivations are rewards like money and grades, coercion and threat of punishment [4].

Teachers motivate their pupils by having low conflict, a high degree of closeness and support, little dependency, to support pupils' adjustment to school, contribute to their social skills, promote academic performance, and foster pupils' resiliency in academic performance [5]. Pupils, who experience close relationships with teachers reported that they were less likely to avoid school, appeared more self-directed, more cooperative, and more engaged in learning [6]. The researchers further posit that this scenario is normally experienced among female teachers in the primary level of education [6]. However, in most countries, teachers at the primary level of education are usually female [5]. Pupils tend to like school more and experience less loneliness if they have a close relationship with their teachers or if teachers adapt appropriate teaching styles and motivational strategies [7]. Pupils with better teacher-pupil relationships also showed better performance on measures of academic performance and school readiness [8]. Teachers who use more learner-centred practices produced greater motivation in their pupils than those who used fewer of such practices [9]. The writers further postulated that the quality of early teacher-pupil relationships has a long-lasting impact on pupils.

However, pupils who have more conflict with their teachers or showed more dependency toward their teachers also had lower academic achievement and more behavioural problems such as poorer work habits and more discipline problems [7]. Most of these challenges are narrowed or eliminated when teachers use appropriate teaching styles or motivational strategies in the classroom [10]. Notably, closeness and less conflict with teachers develop better social skills as they approach the middle school years than those with more conflicting relationships in kindergarten [7, 11].

Interesting, the nature of education provided anywhere is

greatly influenced by teaching styles and motivational strategies adopted by teachers [12]. Teacher educators' careful selection of appropriate teaching styles and motivational strategies will correspond to the improvement of the academic performances of pupils and that of the classroom as well [13]. The national teachers' standards (NST) set out the minimum levels of practices that all trained teachers must reach by the end of their pre-service teacher education course in order to play a critical role in inspiring and challenging all pupils to achieve their potential. All initial teacher education must explicitly provide the opportunity for student teachers to fully meet all the national teachers' standards (NTS) [14]. It is for this reason that the researcher sought to find out the teaching styles and motivational strategies adopted by trained teachers in the Cape Coast Metropolis to teach public primary school pupils. The adoption of appropriate teaching styles and motivational strategies by primary school teachers have obvious benefits to the school, pupils, the teachers themselves and a country's educational system as a whole [14]. In spite of these benefits however, their implementation has often caused much confusion in most primary schools, especially those in third world countries such as Ghana [6]. The confusion here is usually as a result of the non-professional nature of teachers, teachers lack of commitment and their inability to apply certain psychological concepts learnt during their training [7]. The purpose of the study was to investigate the teaching styles and motivational strategies of primary school teachers in the Cape Coast Metropolis. The study sought to answer these research questions- Which teaching styles are used by primary school teachers in the Cape Coast Metropolis? 2. Which motivational strategies are applied in the classroom by primary school teachers? 3. What are the challenges confronting primary school teachers in teaching and motivating their pupils in the classroom?

2. Review of the Literature

Primary school or an elementary school is an institution where children receive the first stage of compulsory education known as elementary or primary education [15]. The major goals of primary education are achieving basic literacy and numeracy amongst all pupils, as well as establishing foundations in science, mathematics, geography, history and other social sciences [10]. The goal of education is to enable children learn and realise their full potential as well as participate meaningfully in the society [11]. The Convention on the Rights of the Child recognises the right of every child to education and requires states to provide free and compulsory basic education, for all children. Primary education underpins the success of a society. Every year of primary education increases a person's productivity and

reduces their dependence on social resources [16].

The term “teaching style” refers to “a teacher’s personal behaviours and media used to transmit data to or receive it from the learner” this helps in the implementation of the teacher’s philosophy about teaching [1, 17]. The underpinnings of teachers’ teaching philosophies may be their values, beliefs, attitudes, aspirations, personal biographies, social identities, cultural background and teaching experiences [1, 18]. Researchers have also identified other areas that influence teachers’ teaching styles, such as the nature of the subject are; the impact of government curriculum initiatives; pre-service teacher preparation and schooling socialisation; job satisfaction; as well as socio-cultural backgrounds and attitudes [19, 20-23].

Other researchers have also examined the relationship between teaching style and pupils’ achievement of learning outcomes [24, 25]. Within this area, research has painted a far from clear picture with recent studies suggesting that although pupils may prefer to be taught in their own favoured style, they are open to teaching styles that are completely different from their own preferred learning styles [26]. Although some research indicates that teaching styles are important with respect to pupils’ outcomes, but a research paper titled “Teacher characteristics and teaching styles as effectiveness enhancing factors of classroom practice” published in *Teaching and Teacher Education journal* questioned the degree to which effective classroom practices are dependent on teaching characteristics and styles [22]. Researchers have identified different teaching behaviours, which have demonstrated that teachers do have a preferred or dominant teaching style [27]. However, researchers who have investigated teaching styles have tended to work independently and have developed their own set of indicators for identifying different teaching styles. This has led to a variety of definitions of teaching style and to the development of a number of different dimensions for measuring teaching styles [28].

The nature and scope of teaching styles have been characterised by identifiable descriptors such as teacher-centred to learner-centred; proactive or reactive behaviour; highly content centred or highly pupil centred teaching; or guided learning, exposition, or inquiry approaches [22, 29 - 31]). A book titled *Adult education and lifelong learning: Theory and practice* identified three classifications of teaching styles: (a) a didactic style which was teacher-controlled through lectures and pupils’ note taking; (b) a Socratic style which was teacher directed through the use of questions to which the pupils responded; and (c) a facilitative style in which the teacher prepared the learning environment and the pupils were responsible for their own learning [32]. More recently, studies have also focused on teacher beliefs as

either facilitative, a belief that all pupils can learn, or path gnomonic, the learner is blamed for his ‘illness’, [33]. In the field of physical education, teachers’ teaching styles have been explored using Mosston’s Spectrum Teaching Styles [27]. The Spectrum provides a way to study the various approaches to teaching on a continuum of decision-making from a direct, teacher-led approach to a more open-ended and pupil-centred approach.

Effective teachers allow pupils chances to learn, succeed and interact at their fullest potentials. Teacher quality can be directly linked to pupil achievement [34]. Teaching styles are thus a key part of instruction in primary schools. However, the new core standards in primary schools are definitely going to affect the style primary school teachers employ in their instruction. The new standards lean more toward pragmatic and experiencing phenomenon [35]. This is because previous instruction used in primary schools has been faulted as being too weak in a conceptual sense especially when compared to states like Hong Kong, Singapore, and Korea [36]. Teaching styles may also vary from instructor to instructor because they are heavily influenced by the instructor’s personal qualities, philosophy in life, educational philosophy, and attitude [37]. However, teaching styles in most primary schools can be classified into two different categories: (a) a pupil-centred approach or a teacher-centred approach and (b) a thematic approach or a topic-based approach [38].

Since pupils’ achievement is influenced by factors other than the teacher’s actions, it is also important to understand pupils’ perceptions of teaching styles, as these relate to their own learning. Accordingly, research studies have been conducted to examine pupils’ perceptions of teaching styles. The studies enable teachers to be aware of pupils’ perspectives and to recognise the need to make adjustments in teaching. In a study conducted on perceived and preferred teaching styles (methods) of English for specific purposes (ESP) students revealed that there were no gender differences in pupils’ preferred and perceived teaching styles. However, pupils preferred pupil-centred teaching styles, whereas the most frequently used teaching styles of lecturers were teacher-centred in nature [39, 40].

Research on the relationships between teaching styles perceived by pupils and teaching styles adopted by instructors affirmed that a total of 117 pupils participated in the study and were put into either a control group or an experimental group. The instructor taught control-group pupils pre-calculus with a conventional lecture-based approach. On the other hand, two instructors in the experimental group adopted a teaching style that increased pupil involvement; they also provided real-life examples and sufficient time for pupils to learn a concept by asking

questions [41]. The researcher further added that teaching styles that increases pupils' involvement must allow teachers to listen to pupils patiently when they ask question. Similarly, he indicated that they must involve pupils in extracurricular activities in the school [41].

Theory of social cognitive development, the classroom environment is the 'culture' that determines pupils' learning development. Pupils' learning development takes place in the classroom when interactions between pupils and teachers or among pupils themselves occur. With the existence of friendships and teacher support in classrooms, pupils' level of learning would be improved [42]. The provision of a bright, attractive and purposeful learning environment is a very important factor in supporting the pupils' learning [43]. The situation of the classroom is not the same in all parts of the world. Many headteachers in public basic schools in the Ho municipality have expressed worry about pupils in the school having to contend with goats and fowls during class hours [44]. The heads stressed that this was because the classrooms were without doors and windows thus exposing the pupils and learning materials to the vagaries of the weather and animals. In such situations, teachers have little or no control over the physical structure or the furniture of the classroom in which they are teaching. However, teachers should make every effort to create a stimulating learning environment by using the available space and furniture to the best effect [44].

Suitable learning resources can brighten up a room as well as provide opportunities for oral language development [45]. In infant classes, displaying books, especially large format books from the library, can add further interest. The researcher further postulated that over 330 pupils in the Kindergarten were crowded into two classrooms, without chairs. The more alarming aspect of the situation was the fact that the pupils sit on their food bowls to study each day, and use the same bowls for their School Feeding meals. Some of the pupils sometimes urinate in their bowls when classes are in progress, and most of them use the bowls unwashed for their meals.

A study conducted on Inclusive education project at, University of Education, Winneba asserts that teachers must consider carefully how they arrange pupils' tables and chairs within the classroom. The space available and the furniture should be used to create an attractive and practical layout in which the pupils can work comfortably and interact purposefully with each other. The requirements of pupils with special educational needs in particular should be carefully considered when they are setting out the classroom.

This gives all pupils an opportunity to mix with others in the classroom and not just with their close friends [46]. The study also asserts that some of the problems faced by pupils with special educational needs in the inclusive setting are intolerance [46].

3. Methodology

The design for this study was descriptive. The population for this study included all public primary school trained teachers and pupils in the Central Region of Ghana. Two hundred and fifty-five teachers and eighty-seven pupils were sampled from basic schools in Cape Coast in the central region of Ghana. Purposive and stratified random sampling techniques were used to select the district and respondents for the study. Data collection was facilitated through the administration of questionnaire. Both teachers and pupils were made to respond twenty-seven (27) close-ended and four open-ended questionnaire items for this study. The data was edited, coded and analysed into percentages with interpretations. The data collected was first grouped and coded using numerical values (coded manual) of the Test Analytics for Surveys (TAfS), a tool of Predictive Analytic Software (PASW) Version 18.0. Both descriptive and inferential statistics were used for the data analysis.

4. Findings and Discussions

4.1. Teaching Styles Used by Public Primary School Trained Teachers

The first substantive research question of the study focused on the teaching styles used in the public primary schools. Fourteen items were used to elicit data from both trained teachers and pupils. Issues considered were teacher complement, decision-making in the class by the teacher, classroom climate, instructional procedure and comforting of students by teachers. Other issues considered were teachers' assistance to pupils and teachers' participation in co-curricular activities. The items were measured with five-point Likert scale where one (1) represented the least agreement to the issues while five (5) represented the strongest agreement to the issues. The responses for the extreme scale that are strongly agree and strongly disagree were insignificant. Therefore, the study transformed the five-point scales to three-point scale by merging strongly agree and agree to agree and strongly disagree and disagree to disagree. The percentage distributions of the combined responses are represented in Table 1.

Table 1. Respondents view on the Teaching Styles that are used by public Primary School Trained Teachers in the Cape Coast Metropolis.

Statements on teaching styles	Pupils			Teachers		
	N/S	ST	O/A	N/S	ST	O/A
	%	%	%	%	%	%
My colleague teachers and pupils compliment me on my good manners	9.2	13.8	77.0	8.3	47.8	43.9
Always ask my pupils opinions before making any decisions or rules in the class.	5.7	17.2	77.1	16.8	44.4	38.8
Always share my experience with my pupils.	4.6	23.0	72.4	4.4	38.8	56.8
Respect my pupils' privacy.	6.9	21.8	71.3	5.5	35.6	58.9
Always encourage my pupils to finish their work independently.	4.6	16.1	79.3	2.4	10.6	87.0
Accept my pupils' opinions.	8.0	13.8	78.2	2.4	39.2	58.4
When pupils accidentally make mistakes, I forgive and give them a chance to fix them.	4.6	24.2	71.2	1.2	24.7	74.1
Use a caring voice to ask my pupils to maintain good behaviours.	8.1	9.2	82.7	2.4	18.4	79.2
Create comfortable atmosphere for my pupils in the classroom.	4.6	4.6	90.8	1.6	5.4	93.0
Comfort pupils when they do not perform well academically.	9.2	23.0	67.8	5.5	25.9	68.6
Explain to pupils to understand their homework if they have a problem.	3.4	10.3	86.3	0.0	14.1	85.9
Listen to my pupils patiently when they ask questions.	9.2	4.6	86.2	3.1	7.1	89.8
Talk to my pupils about their daily life beyond class time.	9.2	3.4	87.4	5.5	29.8	64.7
Join my pupils to participate in co-curricular activities.	12.7	4.6	82.7	7.0	32.2	60.8

Source: Field Data, 2013. Total number of Pupils (N1= 87); Total number of Teacher (N2=255). N/S=Never/Seldom; ST=Sometimes; O/A=Often/Always.

As contained in Table 1, majority (77.0%) of the pupils indicated that the colleagues of their trained teachers and the pupils often compliment the trained teachers on their good manners. However, few (47.8%) trained teachers were of the view that they sometimes received complement from their colleague trained teachers and pupils on their good manners. The views of the trained teachers and pupils corroborate with previous studies that teachers who exhibit good manners in their instructions normally receive non-financial motivation and other complements from their fellow trained teachers and pupils [32]. With regard to involvement of pupils, greater number of the pupils admitted that their trained teachers always ask them of their opinions before making any decisions or rules in the class (77.1%), they always share their experience with them (72.4%) and also they respect their privacy (71.3%). The views of the pupils confirm that of the trained teachers who also indicated that they always ask pupils their opinion before making decision or rules in the class, share experiences with them and respect their privacy. The findings are congruent with the submission on early study on teachers teaching styles using Mosston's Spectrum Teaching Styles. According to them, the Spectrum provides a way to study the various approaches to teaching on a continuum of decision-making from a direct, teacher-led approach to a more open-ended and pupil-centred approach. In other words, it makes the trained teacher to involve pupils in classroom decision and also respect pupils' privacy [27].

Apart from trained teachers and pupils admitting that pupil's opinion are always accepted by their trained teachers, majority of both trained teachers (87.0%) and pupils (79.3%) asserted that trained teachers always encouraged their pupils to finish their work independently. This finding confirms the earlier one that pupil-centred approach is used by trained teachers. The encouragement of pupils by trained teachers to finish their work independently reveals in this study is

consistent with similar research commented that, pupils must work cooperatively on well-defined tasks under the assumption that they will be rewarded on the basis of the success of the group [47]. This is one of the effective instructional strategies that teachers must always encourage pupils to finish their assigned task independently and honestly as possible. This will help in developing pupil sense of initiative and creativity which may place them in a position to solve problems in the near future [47].

A large chunk of the trained teachers (74.1%) and pupils (71.2%) indicated that when pupils accidentally make mistakes, they are often forgiven by their trained teachers who give them a chance to fix the mistake. Similarly, both trained teachers (79.2%) and pupils (82.7%) admitted that trained teachers use caring voice to ask pupils to maintain good behaviour. The findings are in line with the submission on this paper "teacher characteristics and teaching styles as effectiveness enhancing factors of classroom practice" which contended that it is always appropriate for teachers to exhibit some level of effectiveness in dealing with pupils' characteristics or behaviour in the classroom [22]. This in a long run will strengthen teachers' ability in showing concern about pupils' total well-being and understanding pupils' emotional feelings.

With regards to creating comfort to pupils in the classroom, greater number of trained teachers (93.0%) and pupils (90.8%) admitted that trained teachers create comfortable atmosphere for pupils. Similarly, majority of the trained teachers (68.8%) always comfort pupils when they do not perform well academically. Again, majority of the trained teachers (85.9%) and pupils (86.3%) indicate that trained teachers always explain to pupils in order for them to understand their homework in case they had a problem. These findings go further to suggest that trained teachers in the study area dwell much more on the learner-centred styles.

The view that, for effective teaching strategies, teachers must create comfortable atmosphere and be able to explain concepts to pupils to understand and ensure accommodative climate within the school setup [26]. This will lead to general improvement in academic performances.

Concerning listening and talking to pupils, majority (89.8%) of the trained teachers were of the view that they listen to their pupils patiently when they ask them questions and talk to their pupils about their daily life beyond class time. Majority (86.2%) of pupils were of the view that their trained teachers listen to them patiently when they ask them questions and their trained teachers talk to them about their life beyond class time. Also, majority of the trained teachers asserted that they join pupils to participate in co-curricular activities while a chunk (82.7%) of the pupils were of the view that their trained teachers join them to participate in co-curricular activities. Teaching styles that increase pupils' involvement must allow teachers to listen to pupils patiently when they ask questions. Similarly, he indicated that they must involve pupils in co-curricular activities in the school [41].

4.2. Motivational Strategies Applied in the Classroom by Public Primary School Trained Teachers

The second substantive research question of the study focused on some of the motivational strategies that are applied in the classroom by public Primary school trained teachers. Thirteen items were used to elicit data in answering this research question. Some of the motivational strategies

considered were trained teachers care about pupils, trained teachers' provision of feedback, trained teachers recognising pupils' achievements and efforts and trained teachers establishing good rapport between them and the pupils. Other issues considered were avoidance of social comparison, designing task within the ability of pupils, introduction of various interesting topics to pupil and trained teachers' ability to adopt the role of a facilitator.

These issues were measured with five-point scales ranging from strongly agree to strongly disagree. The responses were scored from one to five, where one represents the least agreement of the issues and five represent the strongest agreement to the issue. The percentages for the extreme responses were insignificant. Therefore, the study pulled agree and strongly agree to form agree while strongly disagree and disagree were pulled to form disagree. In other words, the five-point scale was transformed into three-point scale. The results are presented in Table 2.

As contained in Table 2 majority of the pupils (89.6%) and trained teachers (92.1%) were of the view that trained teachers always show to pupils that they care about them. Similarly, greater number of the trained teachers (91.4%) and pupils (83.9%) admitted that trained teachers provide pupils with positive feedback. The finding is consistent with the views of similar findings which posit that trained teachers must exhibit level of effectiveness in dealing with pupils' characteristics or behaviour in the classroom since this will strengthen trained teachers' ability to care about and to understand pupils' emotional feelings more [22].

Table 2. Respondents view on the Motivational Strategies that are applied by Public Primary School Trained Teachers in the Cape Coast Metropolis.

Statements on Motivational Strategies	Pupils			Teachers		
	N/S	ST	O/A	N/S	ST	O/A
	%	%	%	%	%	%
Always show to pupils that I care about them.	9.2	1.2	89.6	1.6	6.3	92.1
Provide pupils with positive feedback.	0.0	16.1	83.9	0.8	7.8	91.4
Always show my enthusiasm for teaching.	9.2	3.4	87.4	0.8	6.3	92.9
Encourage pupils to try harder.	9.2	5.8	85.0	0.0	5.5	94.5
Stand in front of the pupils during teaching.	11.5	0.0	88.5	1.6	10.2	88.2
Recognise pupils' effort and achievement.	11.5	5.7	82.8	0.8	5.5	93.7
There is good rapport between my pupils and I.	6.9	6.9	86.2	0.4	6.3	93.3
Give clear instructions for academic work.	9.2	2.3	88.5	1.6	8.6	89.8
I avoid social comparison.	9.2	5.7	85.1	3.9	14.1	82.0
Grades I give to pupils reflect effort.	11.5	0.0	88.5	3.1	6.7	90.2
Design tasks that are within the pupils' ability.	9.2	3.4	87.4	4.3	7.5	88.2
Introduce various interesting topics.	0.0	9.2	90.8	1.6	7.0	91.4
Adopt the role of a "facilitator"	4.6	11.5	83.9	4.3	4.3	91.4

Source: Field Data, 2013. Total number of pupils (N1=87); Total number of trained teachers (N2=255) N/S=Never/Seldom; ST=Sometimes; O/A=Often/Always.

Similarly, the finding on trained teachers' provision of feedback support the study that pupils performed better academically if they felt that their teacher established rules to manage their learning, but at the same time listened to pupils'

opinions toward learning and gave them feedback [48]. A large chunk of the trained teachers (92.2%) and pupils (87.4%) admit that trained teachers always show their enthusiasm for teaching. Again, 85.0% of pupils and 94.5%

of the trained teachers indicated that trained teachers encourage pupils to try harder. The findings are congruent with previous study that teachers must always encourage their pupils to finish their assigned task independently and honestly as possible since this will help in developing pupils' sense of initiative and creativity which may place them in a position to solve problems in the near future [47].

Table 2 further shows that 88.5% of pupils and 88.2% of the trained teachers agreed that trained teachers stand in front of the pupils during teaching. The respondents further agreed that trained teachers recognise pupils' efforts and achievements. With regards to the establishment of good rapport between pupils and trained teachers' majority of the respondents (86.2% pupils and 93.3 teachers) agreed to the issue. The findings are consistent that teachers use of appropriate teaching style and motivational strategies and their recognition of pupils' efforts and achievement helps in improving pupils' academic performance [49]. This helps teachers to establish good rapport between them and their pupils. Majority of the trained teachers (89.8%) and pupils (88.5%) admitted that trained teachers give clear instruction for academic work. Similarly, 85.1% of the pupils and 82.0% of the trained teachers agreed that trained teachers avoid social comparisons among pupils. Again, majority of the pupils 88.5% and trained teachers (90.2%) asserted that the grades trained teachers give to pupils reflect their efforts. The findings are consistent with a study on "The effect of the use of Christian-published science textbooks on the ACT science reasoning subtest scores of Midwest Christian high schools" which posits that various pupil-centred educational activities and teachers use of clear instructions for academic work has a link with pupil achievement. Teachers' avoidance of social comparison among students and their intake of active control of the entire process of instruction that affects pupils learning have a significant influence on pupils' academic performance [13].

A large number of trained teachers (88.2%) and pupils (87.4%) agree that trained teachers design task that are within the pupils' ability. Majority (90%) of the respondents further agree that trained teachers introduce interesting topics to them. With regards to trained teachers adopting the role of a facilitator majority of trained teachers (91.4%) and pupils (83.9%) agree to the idea that trained teachers are perceived as facilitators. The findings are consistent with research work on "Effects of traditional versus learning-styles instructional methods on middle school students" which posits that when teachers use teaching styles that match pupils preferred learning styles and also when they design tasks that are within the abilities of the pupil, it helps them to perform better [51]. It influences them to show more positive attitudes toward learning, more understanding of the content and an

increased ability to transfer what they had learned from one area to another.

Also, the findings of the study reveals that trained teachers adopt the role as a facilitator to create an environment for pupils have a voice in the teaching and learning activities. Teaching styles identify the pupils' as a major factor in enhancing pupils' achievement [22]. The teacher-focused style puts control for learning in the hands of teachers who resolve what learners learn and how the teachers use their knowledge in content knowledge to assist pupils in making relationships.

4.3. Challenges Confronting Public Primary School Trained Teachers in Teaching and Motivating Their Pupils in Class

The third focus of the study was to look at some of the challenges confronting public primary school trained teachers in teaching and motivating their pupils in the classroom and to tackle this, four open-ended items were used to elicit data on the issues. Respondents were to write as many as possible with regard to some of the challenges they face when teaching or motivating their pupils. With regard to the challenges trained teachers are confronted with when teaching pupils in the classroom, *the respondents stated that teachers are faced with large class size which makes class control, remedial teaching and marking exercises a problem. The respondents further indicated that the preparation of lesson notes, inadequate teaching and learning materials, textbooks are some of the problems they face. Again, furniture and lack of parental support to provide food and writing materials were some of the challenges they face when teaching or motivating their students.* Specifically, with regard to challenges trained teachers are confronted with when motivating pupils in the classroom, the respondents added that *challenges such as lack of effort towards learning by pupils, misbehaviour of some pupils and delay in giving feedback to pupils were difficulties that they face when motivating their pupils.*

The study supports the assertion that primary school teachers today operate within a climate of great change with the rapid infusion of Information and Communication Technologies (ICT) into schools with the expectation that these be included within classroom experiences [52]. Challenges such as large class size made class control, remedial teaching and marking exercises a problem to teachers. They postulated further that the preparation of lesson notes, inadequate teaching and learning materials, textbooks are some of the common problems teachers face in most public basic schools [52]. Similarly, the views of the respondents support early comment that, the enormous advances in technology have impacted on literacy practices,

rendering the tools of reading and writing that pupils used in the past insufficient, although still necessary [53]. They posit that inadequate furniture and lack of parental supports with regard to the provision of food and writing materials are some of the challenges pupils in the primary school face in most developing countries [53].

The study further elicited data on the ways trained teachers can improve upon their teaching styles use in the classroom. Some of the issues raised by the trained teachers were *to vary teaching styles, use teaching learning materials, prepare before lesson delivery, educate oneself through workshops, seminars and in-service training and adoption of appropriate measure to control pupils*. A similar supports the findings of this current study that teachers can improve upon their teaching styles use in the classroom by varying their teaching styles, make use of appropriate teaching learning materials, and also prepare before lesson delivery [54]. Teachers can educate themselves through workshops, seminars and in-service training and adoption of appropriate measure to control pupils in the classroom [54].

Lastly, the respondents added that, in order to improve their motivational strategies, use in the classroom they must *vary their ways of motivating pupils, educating oneself on motivational strategies, involve Parent Teacher Association in educating pupils, use teaching learning materials in lesson delivery and adequate preparation before lesson delivery*. The views of the respondents once again are in line with a study on improving student success through matching learning and teaching styles which posits that teachers can improve upon their teaching and motivational styles use in the classroom by varying their teaching and motivation strategies respectively [54]. However, teachers can do that better when they educate themselves through workshops, seminars and in-service training and adoption of appropriate measures to control and motivate pupils in the classroom [54].

5. Conclusions and Recommendations

The study concluded that trained teachers in the Cape Coast Metropolis use appropriate teaching styles and motivational strategies which make it easy for them to help boost pupils' academic performance in the various public schools. However, there are still some challenges confronting these trained teachers in the process of teaching and motivating pupils in the classroom.

It is therefore recommended that, public primary schools should nurture the kind of atmosphere that will support trained teachers in order to use the various teaching styles and motivational strategies, to help increase pupils' academic

performance significantly in the long run. It is also recommended that the heads of the public primary schools' teachers to ensure that trained teachers use caring voices when teaching in order to make classroom environment more conducive for learning. However, this will go a long way to arouse the interest of the pupils to concentrate and engage them more during classroom learning activities.

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