

Teachers' Teaching Styles and Motivational Strategies: It's Impact on the Academic Performance of Students 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 technique 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), SPSS Predictive Analytic Software Version 18.0 to form each of the main variables that are: trained teachers' teaching styles, trained teachers' motivational strategies and pupils' academic performance. The Pearson Product Moment correlation was used to examine the assumed association between the main variables. The study revealed that the various teaching styles and motivational strategies used by trained teachers makes it easy for them to help 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

This paper presents the outcome of the teachers teaching styles and motivational strategies and its impact on the academic performance of public basic school students in the

Central Region of Ghana. The paper is structured into five (5) main sections namely; the Introduction, Review of the Literature, Methodology, Findings and Discussion and the Conclusion. The first section introduces the structure of the paper, the context and aims and objectives of the paper. The literature review section reviews the relevant literature on

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issues pertaining to teachers' teaching styles and motivational strategies and its impact on the academic performance of pupils. The methodology section presents a broad description of the methodology and procedures adopted in the conduct of the study. Findings resulting from the study are presented and discussed in the section following the methodology and conclusion with recommendations.

A style of teaching, is basically a set of decisions made in conjunction with the teaching act [1]. Teaching styles are distinct from methods of instruction such as lecturing or cooperative learning [2]. He thinks a teaching style is supposed to define 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. Teachers tend to teach to their preferred learning style [3]. Teachers serve as motivators in order to get and keep pupils actively participating in the learning process [4]. He further postulated that this phenomenon can be seen as a daunting task on the part of teachers. Good teachers have numerous motivational strategies in their "bag of tricks". shows that young pupils do actually learn better, when motivated with games, music and the use of sounds. It is always important to motivate pupils with regard to class activities [5]. Pupils are happier to participate in classroom activities when given the option to participate in activities that incorporate play and physical movements [6].

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 [7]. With regards to intrinsic and extrinsic motivation, pupils are intrinsically motivated if they attribute their educational results to factors under their own control. In addition, 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 [7]. Extrinsic motivation comes from outside of the individual. Common extrinsic motivations are rewards like money and grades, coercion and threat of punishment [8].

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 [9]. 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 [10]. The authors further posit that this scenario is normally experienced among female teachers in the primary level of education [10]. In most countries, where teachers at the primary level of

education are usually female 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 [10, 11]. Pupils with better teacher-pupil relationships also showed better performance on measures of academic performance and school readiness [12]. Teachers who use more learner-centred practices produced greater motivation in their pupils than those who used fewer of such practices [13]. They also 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 [11]. Most of these challenges are narrowed or eliminated when teachers use appropriate teaching styles or motivational strategies in the classroom [14]. Notably, pupils with more 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 [11, 15]. 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. 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 [10]. The confusion here is 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 [11]. These challenges are associated with poor academic performance of pupils and fallen academic standards of education in the country [14].

Many interventions and restructuring of teaching and learning have been done in most primary schools in the country either by the Ghana Education Service (GES) or the schools themselves, yet only a few can be recorded from these interventions [16]. A researcher on "*effects of teaching and learning styles on students' reflection levels for ubiquitous learning*" blamed government and teachers for the falling standards of education in most countries [17]. He further noted that pupils' distraction in the classroom is also a major cause of poor academic performance in the classroom. The researcher explained further that education means training for life but we find a constant fall in the standards of education which can be equally attributed to the government, teachers, parents and pupils [17].

These challenges with regard to pupils' poor academic performance and the fallen standards of education identified by researchers in the literature necessitated looking into the

influence teaching styles and motivational strategies have on pupils' academic performance, focusing on the views of teachers and pupils in the Cape Coast Metropolis. That is, teaching styles and motivational strategies adopted by the primary school teachers in the Cape Coast Metropolis. It is for this reason that the researchers 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 study was guided by three (3) research hypotheses- *hypothesis one*; H_0 : There is no statistically significant positive relationship between teachers' teaching styles and pupils' academic performance. H_1 : There is a statistically significant positive relationship between teachers' teaching styles and pupils' academic performance. *Hypothesis two*; H_0 : There is no statistically significant positive relationship between teachers' motivational strategies and pupils' academic performance. H_1 : There is a statistically significant positive relationship between teachers' motivational strategies and pupils' academic performance. *Hypothesis three*; H_0 : Teachers' teaching styles and motivational strategies do not influence pupils' academic performance. H_1 : Teachers' teaching styles and motivational strategies influence pupils' academic performance.

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 [18]. Elementary school is the preferred term in some countries, particularly those in North America, where the terms grade school and grammar school are also used. Primary school is the preferred term in the United Kingdom, India, Ireland, Pakistan, Bangladesh, Australia, Latin America, Nepal, South Africa, New Zealand, Malaysia and in most publications of the United Nations Educational, Scientific, and Cultural Organisation (UNESCO) where Ghana is inclusive. It is the first stage of compulsory education. It is preceded by pre-school or nursery education and is followed by secondary education.

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 [14]. The goal of education is to enable children learn and realise their full potential as well as participate meaningfully in the society [15]. 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 [3].

Teaching style may be defined more precisely as "a teacher's personal behaviours and media used to transmit data to or receive it from the learner" [19]. A Conference Report presented by Canadian Teachers' Federation, Ottawa, Ontario "*Differentiated instruction as way to achieve equity and excellence in today's schools. Building inclusive schools: A search for solutions*" posit that for a country to improve its educational system, it must move from pedagogy of poverty to pedagogy of plenty. The conference report once again noted that, modern society must focus on this in order to cater for the increasing diversity of pupils' learning needs. In addition, effective teachers must use a productivity teaching styles that will usher the learner in the learning [21]. Some renowned researchers made attempted to isolate variables that determine teachers' preferred teaching styles, but to date little is known about teachers' use and perception of various teaching styles or the stability of such teaching styles [4, 21]

Teaching styles focus on teachers and their distinct approach to teaching. Teaching style can be the expression of how teachers gain a better understanding or how best to implement their vision of teaching while responding to the contextual aspects of teaching [23]. Through an awareness of their preferred teaching style, teachers may gain a better understanding of themselves and how their teaching style can be changed, modified, or supported to improve their interactions with pupils [24]. Differences in teaching styles may also impact on areas such as classroom arrangements, the organisation and assessment of activities, teacher interactions with pupils and pedagogical approaches, such as the use of questioning [4]. Teachers play a critical role in the teaching learning process. Teachers' classroom behaviours impact on many different areas of this process, such as teacher preparation, classroom presentation, learning activities and approaches to the assessment of learning [25].

Teaching styles and motivational strategies teachers use mostly result to high performance of students academically. However, this link emerges when teachers are able to apply appropriate teaching styles and motivational strategies that they have acquired through their professional training. Researchers have examined pupils' perceptions of their teachers' teaching style and suggested that these perspectives are influential in learning [26]. Effective teachers allow pupils chances to learn, succeed and interact at their fullest potentials. Teacher quality can be directly linked to pupil achievement [27]. 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 [28]. 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 [29]. 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 [30]. 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 [31].

Pupil-centred approach is one that emphasises the pupil. In a pupil-centred approach, pupils attempt to explore the subject on their own; taking charge of the learning process and relying on the teacher only for guidance purposes. A pupil-centred approach takes an active and constructivist approach, there is a greater chance of success, especially among pupils not used to traditional learning methods [32]. Results of research implied that various pupil-centred educational activities were linked with pupil achievement and observed that the style in which educational activities are offered in classroom framework affects pupils' achievement [33]. Educational activities that are pupil-centred consist of variables that explain aspects of classroom education; for instance, quality of teaching style and viewpoint to learn. In a teacher-centred approach, the teacher takes active control of the entire process of instruction that affects pupils learning. This is the most common method employed in public schools in Ghana [16]. Normally, teachers prepare lesson plans before class and use them to guide the teaching of primary school pupils. If teachers are considered or taken as the one who impart knowledge, the pupils will not take ownership of their own learning. In addition, teachers are responsible for accessing pupils' prior knowledge, extend their learning and use that learning to build new knowledge [34].

A single catchy phrase that describes a teacher's role should be based on "not a sage on the stage, but a guide to the side." Teachers then assess the performance of pupils and assign work for pupils to do independently or in small cooperative groups. While the teacher-centred approach is more common, its success is more dependent on the teachers' individual style. Teacher's style is the totality of one's philosophy, beliefs, values and behaviours and it incorporates the full implementation of this philosophy; it consists of substantiation and support of beliefs about values and attitudes toward elements of the pupil learning and teacher learning exchange" [35]. These characteristics are pervasive, holding out even with changes in situational conditions [36]. However, diverse needs of primary pupils in instruction should not be taken for granted during learning process, there is the need for primary teachers to be sensitive to pupils'

learning styles. However, matching the teaching and learning styles is not a guarantee for success [37]. There is thus need for caution when deciding to change teaching styles.

Effective teaching styles focus on teachers' delivery and their distinct approach to teaching [38]. Effective teaching strategies help pupils foster a deeper understanding of the information [39]. Awareness of a teacher's teaching styles brings an understanding of the elements in pupils' learning processes [40]. It is critical for teachers to self-reflect and examine their delivery of instruction and their cognitive styles so they can teach in a manner that respects learners' diverse learning styles and different learning situations [41]. A discussion of teachers' teaching strategies and styles may provide for constructive talks about individuals' philosophy and the barriers to addressing individuals' learning needs [42]. Teachers who are aware of their individual teaching styles could be encouraged to meet the challenges in their classes to suit the diverse levels of learners. According to Evans et al. the awareness of their styles tends to help teachers change or adjust their styles to meet the different learning styles of the learners.

However, when pupils are involved in their individual learning plans, their involvement in class has a direct impact on their academic achievement. Creating an environment where pupils have a voice allows the teacher to be more of a facilitator of teaching [43]. Teaching styles identify the pupils' as a major factor in enhancing pupils' achievement. 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 to assist pupils in making relationships [43]. teaching styles consist of personal teaching behaviours and the media used to receive and transmit. The one-teaching-style-fits-all credited to a teacher-focused teaching style is not working for the increasing number of diverse learners [44]. Teaching styles are identified by teaching preferences, classically acknowledged by the delivery of instruction, assessment of learning tools and the support of pupil individual learning needs [45]. Teaching styles represent not only a system of belief, but also needs and behaviours that teachers exhibit [46]. The author identified five distinct teaching styles that represent teachers' orientations or beliefs about teaching: (a) expert teaching, (b) formal authority teaching, (c) personal model teaching, (d) facilitator teaching and (e) delegator teaching [46]. The formal authority teaching style is practiced by teachers who are perceived by pupils as experts in their field of study [46]. The formal authority is focused on being accurate with the delivery of transmitting the standards to pupils. One disadvantage of this style as noted by author is that, the lesson has little or no flexibility. It is often revealed as rigid and standardised. A teacher who displays the personal model

of teaching is focused on how to behave and think [46]. Another disadvantage of this teaching style is time management. The facilitator has to know how to facilitate within the set time of the class in order to meet all standards. The delegator focuses on pupils' ability to work in any relationship displayed by teacher and pupils. The teacher delegates various learning tasks and projects for the pupils to complete throughout the course. The teacher is often referred to as a resource person instead of as the only knowledge source. One disadvantage with this teaching style is that pupils, especially at the lower level, often times are uncomfortable and may feel lost without teacher-directed instruction [46].

Since one instructor rarely falls into one teaching style category, and most instructors employ parts of many styles clustered into common groups [45]. The first cluster, the expert/formal authority style, leans towards teacher-centred instruction in which the teacher delivers instruction and pupils receive knowledge taught. Cluster 2, the personal expert and formal authority style, is a teacher/pupil-centred approach that involves modelling and demonstrations by teacher and pupils. This approach by the teacher fosters pupils' attention to observe and process learning [47]. The third cluster, facilitator/personal model/expert style is a teacher- and pupil-centred model for the classroom. The teacher incorporates learning activities that foster social interactions and or problem-solving experiences that allow pupils to think critically and process course content through real experiences. The final cluster, the delegator places emphasis on independent learning and the burden is on the pupils. Teachers in this cluster provide multifaceted tasks that pupils have to take full initiative to complete.

Nevertheless, pupils learn in many ways. Teaching methods and strategies for this style varies. Some teachers lecture solely, model, or demonstrate; others show no flexibility on rules; some accentuate memory; and others emphasise pupils' processes and understanding. Administrators repeatedly advocate teaching strategies and models that rarely produce academic improvement [39]. This is especially critical because diverse learners, both global and analytic processors, learn content differently. Regardless of the approach, it can be argued that the foundation of teaching and learning lies within the individual [48]. Teachers with a background in assessing pupils' learning style backgrounds may recognise these traits immediately and know how to help pupils with diverse learning styles. In response to global, kinaesthetic, and tactual pupils, mathematics teachers are expected to reach them all. The resources and instructional methods must be carefully selected prior to each lesson. Educators must do more to give all levels of learners an opportunity to meet the standards. Teachers must do more

to ensure that all pupils have a top-performing teacher who provides every child an equal opportunity to meet and exceed learning goals established by the country [16].

Tactual learners need to stimulate their minds and foster social patterns in which they feel comfortable. The five strategies, called contextual teaching, are (a) relating, learning in the context of one's life experiences; (b) experiencing through exploration and hands-on learning; (c) applying, learning by putting the concepts to use; (d) cooperative learning and (e) transferring, learning in the context of using knowledge in a new context or novel situation [49]. These implies that teachers' motivating styles should be oriented towards a controlling or autonomy-supportive style. a controlling style generally undermines pupils functioning and outcomes while an autonomy-supportive style generally promotes them. The nature of an autonomy-supportive style: Three conditions make any approach to motivating pupils an autonomy-supportive one: (a) adopt the pupils' perspective; (b) welcome pupils' thoughts, feelings, and behaviours; and (c) support pupils' motivational development and capacity for autonomous self-regulation [50]. By taking and integrating the pupils' perspective into the flow of instruction, teachers become both willing and more able to create classroom conditions in which pupils' autonomous motivations align with their classroom activity. By welcoming pupils' ways of thinking, feeling and behaving, teachers acknowledging and appreciating the motivational potential inherent within pupils' thoughts, emotions, and behavioural intentions.

However, pupils and teachers function better in school when teachers support pupils' autonomy [51]. The researcher further posit that teachers work through the steps of becoming less controlling, wanting to support autonomy, and learning the practical "how-to" of classroom autonomy support. Pupils are thought to be intrinsically motivated when they perceive themselves as possessing the ability to perform at a high level and when they enjoy the tasks they perform [52, 53]. Furthermore, intrinsically motivated individuals believe they can control or self-regulate their situation in some meaningful way. Extrinsic motivation is generally considered to be a means to an end [54]. Extrinsically motivated pupils undertake tasks because they believe their doing so will result in such desirable outcomes as a reward, teacher praise, and avoidance of punishment [55]. Task value is a precursor to pupil motivation. Pupils' perceived value of tasks they undertake plays an important role in their level of motivation regarding task completion. Task value also determines the worth pupils attach to the task and ultimately affects their behaviour regarding outcome achievement. Pupils are not motivated by the impossible and will likely not be motivated to accomplish tasks they consider impossible to

achieve [56]. Pupils who have a feeling of control realize that it increases the likelihood that they will put forth more effort to complete tasks, to persist in working on tasks and to achieve their tasks at a higher level [57, 58]. This posits that high task achievement results into Self-efficacy.

Writing self-efficacy was significantly related with writing performance. It is associated with a number of motivation variables, including "writing apprehension, this was related to cognitive processing and that efficacy is an accurate predictor of writing performance that leads to anxiety. [59-61]. Writing apprehension as a form of writing anxiety that correlated with several factors, including the perceived likelihood of success in writing as well as with the willingness to take writing courses [62]. Writing apprehension typically correlates with writing performance, but when self-efficacy beliefs are controlled by the influence of apprehension then writing apprehension is nullified [60]. In a writing-oriented course, rehearsal involves learner persistence; i.e., how long he/she will continue with the writing task. The developments of communication skills, both oral and written, require practice; and "learning by doing" is an effective skill-acquisition strategy [63; 64]. Cognitive strategies pupils results in meaningful learning, a process whereby the pupil selects relevant content, organises the content into a coherent whole, and integrates the new information into the body of his/her are pre-existing knowledge which promotes critical thinking in pupils [65]. Critical thinking refers to the degree to which pupils report applying previous knowledge to new situations in order to solve problems, reach decisions, or make critical evaluations with respect to standards of excellence which ensures self-regulation [66]. Self-regulation as "self-generated thoughts, feelings, and actions that are planned and cyclically adapted to the attainment of personal goals [67]. Self-regulated learning, as a mechanism, (1) helps explain differences in pupils' achievement and (2) has a positive impact on their time and study achievement [68]. Time management refers to the pupils' scheduling, planning and properly managing their study time. Study environment management refers to the setting where the pupil does his or her class work. Ideally, the pupil's study environment should be organised, quiet and relatively free of visual and auditory distractions to promote peer-assessment [66]. Peer orientation is described as the tendency for a pupil to prefer to work on tasks alone or with others [69]. Preference for pupils to work cooperatively on well-defined tasks under the assumption that they will be rewarded on the basis of the success of the group has been found to be an effective instructional strategy [70]. teachers must always encourage their pupils to finish their assigned task independently and honestly as possible [70]. This will help in developing pupils' sense of initiative and creativity

which may place them in a position to solve problems in their academic work. Pupils whose academic self-concepts and performance are low are less likely to seek help from others. Perhaps these pupils are concerned that others, particularly teachers and peers, will perceive them as unable to perform well or as lacking intelligence [71].

A 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 [72]. Basically, the provision of a bright, attractive and purposeful learning environment is a very important factor in supporting the pupils' learning [73]. Suitable learning resources can brighten up a room as well as provide opportunities for oral language development [74]. In infant classes, displaying books, especially large format books from the library, can add further interest. 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 [75]. This gives all pupils an opportunity to mix with others in the classroom and not just with their close friends. Problems faced by pupils with special educational needs in the inclusive setting need to be tolerated [75].

Indeed, 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. They continued to say that many schools purchased computer hardware and software and have provided professional development for teachers with the expectation that the technology will be put to use. Many teachers feel ill-equipped to use technology to support learning in spite of these in-service opportunities. Challenges such as large class size make 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 primary schools [76]. The classroom teacher is a major factor in determining whether ICT is an important component of daily learning experiences in the lives of the pupils. Teachers who use ICT to meet their personal needs such as planning a school programme, downloading music for leisure or paying bills on the Internet are more likely to utilise ICT for learning

and teaching than those who find little use for such technologies in their daily lives [76].

Teachers are under increasing pressure to include new technologies in classroom learning experiences as they consider how best to present curricula content in ways that are meaningful to and connect with the needs of contemporary pupils. The enormous advances in technology have impacted on literacy practices, rendering the tools of reading and writing that pupils used in the past, although still necessary, insufficient [77]. 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 schools face in most developing countries [77]. Today, school play an important role in the socialisation of pupils and therefore it is critical that teachers know how best to socialise their pupils. An understanding of basic human developmental stages can be used to gear the teacher's lesson plans in order to maximise the success of pupils in both the academic and the social realms of their lives [78]. This understanding can also be used to minimise problems in the classroom [75].

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 technique 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. The Pearson Product Moment correlation was used to examine the assumed association between the main variables

4. Findings and Discussions

This section of the study examined the significant positive relationship between teachers' teaching styles, motivational strategies and its influence pupils' academic performance. Even though researchers have commented a lot on the relationships that exist between teachers teaching styles and motivational strategies and their pupils academic performance, the literature fails to show clear relationships between the variables and the influence these two main variables have on pupils' academic performance, especially within the Ghanaian cultural context [79-81].

The main focus of the first two hypotheses was to examine the associations that exist among trained teachers teaching styles, motivational strategies and pupils' academic performance. The individual variables were made up of many items as indicated earlier. These items were pulled together with the help of the SPSS Predictive Analytic Software Version 18.0 to form each of the main variables that are: trained teachers' teaching styles, trained teachers' motivational strategies and pupils' academic performance. The Pearson Product Moment correlation was used to examine the assumed association between the main variables. The results of the assumed association between the main variables are presented in Table 1.

Research Hypothesis One

H₀: There is no statistically significant positive relationship between teachers' teaching styles and pupils' academic performance.

H₁: There is a statistically significant positive relationship between teachers' teaching styles and pupils' academic performance.

Research Hypothesis Two

H₀: There is no statistically significant positive relationship between teachers' motivational strategies and pupils' academic performance.

H₁: There is a statistically significant positive relationship between teachers' motivational strategies and pupils' academic performance.

Table 1. Relationships among Teachers Teaching Styles, Teachers Motivational Strategies and Pupils Academic Performance.

Variables	Mean	Standard Deviation	Pupils Academic Performance	
			Correlation coefficient (r)	Sig.
Teachers teaching styles	4.123	0.532	0.574**	0.000
Teachers motivational strategies	4.322	0.642	0.564**	0.002

Source: Field Data, 2013. **p<0.01 (n = 342)

As contained in Table 1, teachers teaching styles and motivational strategies were statistically significant and positively related to pupils' academic performance. Both

trained teachers teaching styles (Mean = 4.123, Std. Dev. = 0.532) and motivational strategies (Mean = 4.322, Std. Dev = 0.642) were perceived positively and high. Trained teachers

teaching styles ($r = 0.574$, $p = 0.000$) and trained teachers motivational strategies ($r = 0.564$, $p = 0.002$) were statistically significant and positively correlated with pupils' academic performance. However, interpreting correlation coefficient, the associations between trained teachers' teaching styles, trained teachers' motivational strategies and pupils' academic performance were high [82].

In other words, there was positive and strong relationship between trained teachers' teaching styles and pupils' academic performance. Similarly, there was a positive and strong relationship between trained teachers' motivational strategies and pupils' academic performance. This means, if trained teachers use appropriate and diverse teaching styles and motivational strategies, pupils are likely to perform high in their academic work. Based on the findings, the study therefore rejects the hypothesis since there are statistically significant positive relations among trained teachers' teaching styles, trained teachers' motivational strategies and pupils' academic performance. The findings corroborate with previous research that found out that pupils who received a teaching style that matched their preferred learning styles, outperformed better academically as compared to those who had not received such teaching style [83]. Findings of the study further indicated that pupils who received appropriate teaching styles and motivational strategies show more positive attitudes toward learning, more understanding of people feelings, and an increased ability to transfer what they had learned from one area to another. Furthermore, the findings in this study was in line with a similar research, asserted that the various forms of teaching styles and motivational strategies adapted and used by the trained teacher increases pupils' academic performance significantly [83].

The main focus of the last hypothesis was to examine the

influence of teachers teaching styles and teachers motivational strategies on pupils' academic performance. The individual variables were made up of many items as indicated earlier. These items were pulled together to form each of the variable. The multiple regression analysis was used to test the hypothesis. The results are presented in Table 2.

Research Hypothesis Three

H_0 : Teachers' teaching styles and motivational strategies do not influence pupils' academic performance.

H_1 : Teachers' teaching styles and motivational strategies influence pupils' academic performance.

As depicted in Table 2, the multiple regression analysis involved testing of the hypothesis that trained teachers teaching styles and motivational strategies do not influence pupils' academic performance. The two main variables, trained teachers teaching styles and motivational strategies were entered as independent variables in the regression model and they contributed significantly to pupils' academic performance. The Table further shows that teachers teaching styles ($\beta = 0.393$ (0.039), $p = 0.001$) contribute more to pupils' academic performance than trained teachers' motivational strategies ($\beta = 0.375$ (0.032), $p = 0.003$). This means that trained teachers' teaching styles influence pupils' academic performance more than that of teachers' motivational strategies. The first model depicts that the total contribution of the independent variables to the variance in the dependent variable is 0.437 with an adjusted R^2 of 0.434. This means that trained teachers' teaching styles and motivational strategies are able to predict or explain about 43 percent of the variance in pupils' academic performance.

Table 2. Influence of Trained Teachers Teaching Styles and Motivational Strategies on Pupils' Academic Performance.

Variables	Model One			Model Two		
	Beta (β)	SE	Sig.	Beta (β)	SE	Sig.
Teachers teaching styles	.393**	.039	.001	.248**	.038	.003
Teachers motivational strategies	.375**	.032	.003	.309**	.029	.004
Teachers efforts in transferring teaching styles and motivational strategies				.372**	.029	.001
Constant	1.753			1.384		
R	.661			.736		
R^2	.437			.541		
Adjusted R^2	.434			.537		

Dependent variable = Pupils' academic performance ** $p < 0.01$ ($n = 342$)
Source: Field Data, 2013.

It therefore means that besides trained teachers' teaching styles and motivational strategies, other factors not yet in the equation have a chance of contributing or predicting about 57 percent to pupils' academic performance. The result suggests that trained teachers' teaching styles and motivational strategies alone do not contribute significantly to pupils' academic performance, and that they do so when other

variables are considered. The findings are congruent with the views that teachers who adopt an interactive teaching style can better meet the unique needs of their pupils [84]. A constructivist teaching style affects pupils' perceptions toward physics teaching and learning. The researcher further posits that pupils placed more value on having the opportunity to actively participate in group discussions and to

examine concepts they learned when they were taught through the constructivist approach rather than the traditional approach [85]. Constructivist approach guides teachers to adapt various forms of teaching styles and motivational strategies that enable them to teach with ease. It also makes it easier for the pupils to imbibe the content of what the teacher is teaching. This in the long run helps in improving pupils' academic performance [85].

In the second model, as presented in Table 2, trained teachers' effort in transferring teaching styles and motivational strategies to the learning situation was entered into the model. The theory here is that trained teachers' teaching styles and motivational strategies do not influence pupils' academic performance strongly unless the trained teachers are able to exert effort in transferring the various teaching styles and motivational strategies they have been taught to the teaching and learning situation. When trained teachers' effort in transferring teaching styles and motivational strategies variable was entered into the equation, the beta co-efficient of teachers' teaching styles and motivational strategies shrank. However, all the variables were still significant. The percentage shrinkages for trained teachers' teaching styles were 36.9 percent while that of trained teachers' motivational strategies was 17.6 percent. The resultant shrinkages in the beta co-efficient mean that trained teachers' teaching styles and motivational strategies on their own do not influence pupils' academic performance and that they do so only when the teachers are able to exert effort in transferring the various teaching styles and motivational strategies that they have been taught to the teaching and learning situation. However, it is important to observe that the unique proportional contribution of trained teachers' teaching styles, trained teachers' motivational strategies and trained teachers' effort in transferring teaching styles and motivational strategies in the classroom to the dependent variable that is pupils' academic performance was 0.541 with an adjusted R^2 of 0.537.

This means that the trained teachers' teaching styles, trained teachers' motivational strategies and trained teachers' effort in transferring teaching styles and motivational strategies are able to predict or explain about 54 percent of the variance in pupils' academic performance. It therefore means that besides these three main variables identified, other variables not yet in the model have a chance of predicting about 46 percent to pupils' academic performance. The significant increase with regard to the unique proportional contribution of the three entered variables to pupils' academic performance mean that when teachers are able to exert some level of effort in transferring the various teaching styles and motivational strategies that they have been taught during their training, the predictability of the trained teachers'

teaching styles and motivational strategies becomes more potent on pupils' academic performance. The findings corroborate with the comments that the various teaching styles and motivational strategies trained teachers use mostly result to high performance of pupils academically [86]. However, this link emerges when teachers are able to apply appropriate teaching styles and motivational strategies that they had acquired through their professional training. Researchers have examined pupils' perceptions of their trained teachers' teaching style and suggested that these perspectives are influential in learning [86].

5. Conclusion and Recommendations

The study revealed that the various teaching and motivational strategies used by trained teachers in the various public primary schools within the metropolis do not influence or predict pupils' academic performance directly. It does so only if trained teachers are able to exert some level of effort in transferring the various teaching styles and motivational strategies that they had acquired and/or learnt during training. If trained teachers are able to transfer such knowledge to their work, they are likely to impact positively to pupils' academic performance, or even help in boosting pupils' academic performance. This will in turn ignite them to be motivated and committed to the teaching profession.

The adoption of effective teaching styles and motivation strategies by teachers do not necessarily lead to effective teaching and learning process and high students' performance. It is recommended that, they do so only when the subjects in question are able to imbibe the concepts of teaching styles and motivational strategies, and also are able to implement the said concepts in the classroom situation and the teaching and learning process. It is also recommended to the heads of the public primary schools' teachers to ensure that, trained teachers use caring voices when teaching, to create reasonable class size, and to ensure enabling and conducive school environment in order to make effective classroom assessment and learning interesting for pupils.

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