

# การศึกษาปัญหาและความต้องการต่อการจัดการเรียนการสอนวิชาภาษาอังกฤษ ของวิทยาลัยธุรกิจเคตาประเทศกานา

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บทความวิจัย

การวิจัยครั้งนี้มีจุดมุ่งหมายเพื่อศึกษาความต้องการและปัญหาต่อการจัดการเรียนการสอนวิชาภาษาอังกฤษของวิทยาลัยธุรกิจเคตา ประเทศกานา กลุ่มตัวอย่างที่ใช้ในการวิจัย คือ ผู้บริหารจำนวน 5 คน ครูผู้สอนวิชาภาษาอังกฤษจำนวน 56 คน นักเรียนของวิทยาลัยธุรกิจเคตาจำนวน 302 คนและผู้ปกครองของนักเรียนของวิทยาลัยธุรกิจเคตาจำนวน 302 คนโดยใช้ตารางกำหนดขนาดกลุ่มตัวอย่างของ เครจซีและมอร์แกน เครื่องมือที่ใช้ในการวิจัยมี 2 ประเภท คือ แบบสอบถามและแบบสัมภาษณ์ วิเคราะห์ข้อมูลด้วยสถิติพื้นฐานได้แก่ ค่าร้อยละ ค่าเฉลี่ยและค่าเบี่ยงเบนมาตรฐาน ตลอดจน วิเคราะห์เนื้อหาจากแบบสัมภาษณ์ผลการวิจัยสรุปได้ดังนี้

1. ปัญหาต่อการจัดการเรียนการสอนวิชาภาษาอังกฤษของวิทยาลัยธุรกิจเคตา ประเทศกานาพบว่า การสนับสนุนงบประมาณของโรงเรียนด้านสื่อการเรียนรู้ เป็นปัญหามากที่สุด ( $\bar{x} = 4.46$ ) ขณะที่การมีจำนวนนักเรียนที่ไม่เชื่อฟังในชั้นเรียนสูง ( $\bar{x} = 4.38$ ) ผลกระทบของการใช้ภาษาผสมที่มีต่อการใช้ภาษาอังกฤษมาตรฐาน ( $\bar{x} = 4.37$ ) และการมีส่วนร่วมของนักเรียนในการผลิตและจัดหาสื่อการเรียนการสอน ( $\bar{x} = 4.23$ ) เป็นปัญหาวิกฤตรองลงมาด้วยเช่นกัน

2. ความต้องการในการจัดการเรียนการสอนวิชาภาษาอังกฤษของวิทยาลัยธุรกิจเคตา ประเทศกานาพบว่า การสร้างความตระหนักถึงความสำคัญของการเรียนวิชาภาษาอังกฤษและการใช้ภาษาอังกฤษเพื่อการสื่อสารสากลเป็นความต้องการมากที่สุด และกลวิธีการจัดการเรียนรู้วิชาภาษาอังกฤษ การจัดปฐมนิเทศ การจัดโครงการอบรมเชิงปฏิบัติการ รวมทั้งการจัดทำหลักสูตรภาษาต่างประเทศและการเสริมสร้างการเรียนรู้แบบร่วมมือระหว่างครูและนักเรียนเป็นความต้องการในระดับรองลงมา

**คำสำคัญ :** ปัญหา ความต้องการ ครูผู้สอน นักเรียน ผู้ปกครอง ผู้บริหาร การสอน การเรียน

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## A Survey on Problems and Needs of Learning and Teaching English in KETA Business College, Ghana

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Research Article

The purposes of this research were to study the problems and needs of learning and teaching English in Keta Business College, Ghana. The samples were eight board of directors, forty-six English teachers, three hundred and two students and two hundred and seventy parents obtained through non random procedure sample size table from Krejcie and Morgan. The research instruments were 4 questionnaires with five levels rating scale and an interview conducted to collect the data from the informants. The data were then analyzed to find frequency, percentages, mean, standard deviation and content analysis.

### The research result indicated that:

1. Problems of learning and teaching English in KETABUSCO indicated that the school's budget to support supplies and learning materials. ( $\bar{x}$  =4.46) was most critical problem facing the informants. Likewise High number of Recalcitrant students ( $\bar{x}$  =4.38), Effects of pidgin English on Standard spoken English ( $\bar{x}$  =4.37) and the students' involvement in the procurement and production of learning materials ( $\bar{x}$  =4.23) were also critical.

2. Needs of learning and teaching English in Keta Business College, Ghana revealed that the significance of learning English as a Language and to use it in communication properly to the standard of speaking worldwide were critically required. Also a set of strategies for the development learning interventions, orientations and in-service training workshop, English foreign courses as well as collaborative nature of teacher/student relationship should be implemented to avoid the falling standard of teaching and learning English.

**Keywords :** problems, critical problems, needs, English teachers, students, parents, board of directors, teaching, learning

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## Introduction

Teaching and learning English language in Ghanaian schools has been problematic since the era of colonialism. As Ouedraogo (2000) has pointed out “Education and language issues are very complex in Africa because of the multi-ethnic, multi-lingual situation”. Issues of language policies have lured many opinions from religious leaders, government agencies, politicians and educators as well. In short most policies that were formulated and implemented witnessed series of immaturity. The argument on which language should be used in instruction has hindered language policies in Ghana. Before formal education was introduced into Ghana in the name of *white love* (Spring, 1998) traditional education was conducted in the indigenous languages.

As we know, the pre-colonial era brought to our shores many different languages in search of their minerals. Some of them who identified themselves as missionaries in their effort constructed languages for the natives to suit their own benefits. The Basel and Bremen missionaries were more successful in this area than the Wesleyans (Graham, 1971). This also created competition among them “Europeans” in search of controlling the world. The language policies during this period were as varied as they were independent (Andoh-Kumi, 1994). Politician and law makers have always bide to foreign pressure without actually defining the root cause of language learning policies in Ghana.

With the view of all this in mind, if we “Ghanaians” will like to use English language as an official and business language there is the need to learn it properly. Ntim (2001) argues that as a result of the growing process of globalization in which the world is becoming so small in business, commerce and economics, it pays to be able to speak and write good English. All these problems have been major factors withholding the progress of learning English as a language in Ghana, West Africa. The main aim of this research is to create a picture of the effects of neo colonialism and other Ghanaian language barriers that has affected teaching English as a language in Ghana.

## Purpose of the study

The purpose of this study is to survey the problems and needs of students and teachers concerning teaching and learning in Keta Business College in the southern part of Ghana.

## Research Questions

The study is designed to find out the root causes of the problems and find subsequent solutions to the research questions:

1. What are the general problems and needs of teaching and learning English in Keta Business College?
2. What are the critical problems of teaching and learning English in Keta Business College and how different are these problems among teachers, students and parents?
3. What are the needs concerning teaching and learning English and how different are these needs as faced by teachers, students and parents in Keta Business College?

## Materials and Methods

The scope of study is related to Keta, a district in the Volta region, which is located in the southern part of Ghana with the entire population of 133,700 (Ghana statistical service, 2012) with area density of 706/km<sup>2</sup>. More specifically, Keta Business College in Keta district will be restricted to the study and due to the consideration of limited resources there will be much emphasis on the conceptual framework from figure 1 to obtain the detail results on the staff and teaching body, students and parents of Keta Business College.

The subjects used in order to obtain all the necessary information were students, English teachers, parents and board of directors of Keta Business College. From the sampling of 1,228 students in 2011/2012 academic year, 290 were used for the research, out of 52 English teachers dropped to 40 and parents from 840 to 270 respectively.

In short the scope will be focused on three major aspects; the area, content and variables.

1. Keta Business College students, teachers and parents
2. The use of Analytical cross sectional design to identify the needs and problems concerning teaching and learning in Keta Business College.
3. There are only two major variables in this study; these would be focused on the needs and problems of teaching and learning in Keta Business College.

This study will concentrate on the problems and needs of Keta Business College which for some time has really lack some basic necessities in a spun period of time.

### Conceptual Framework

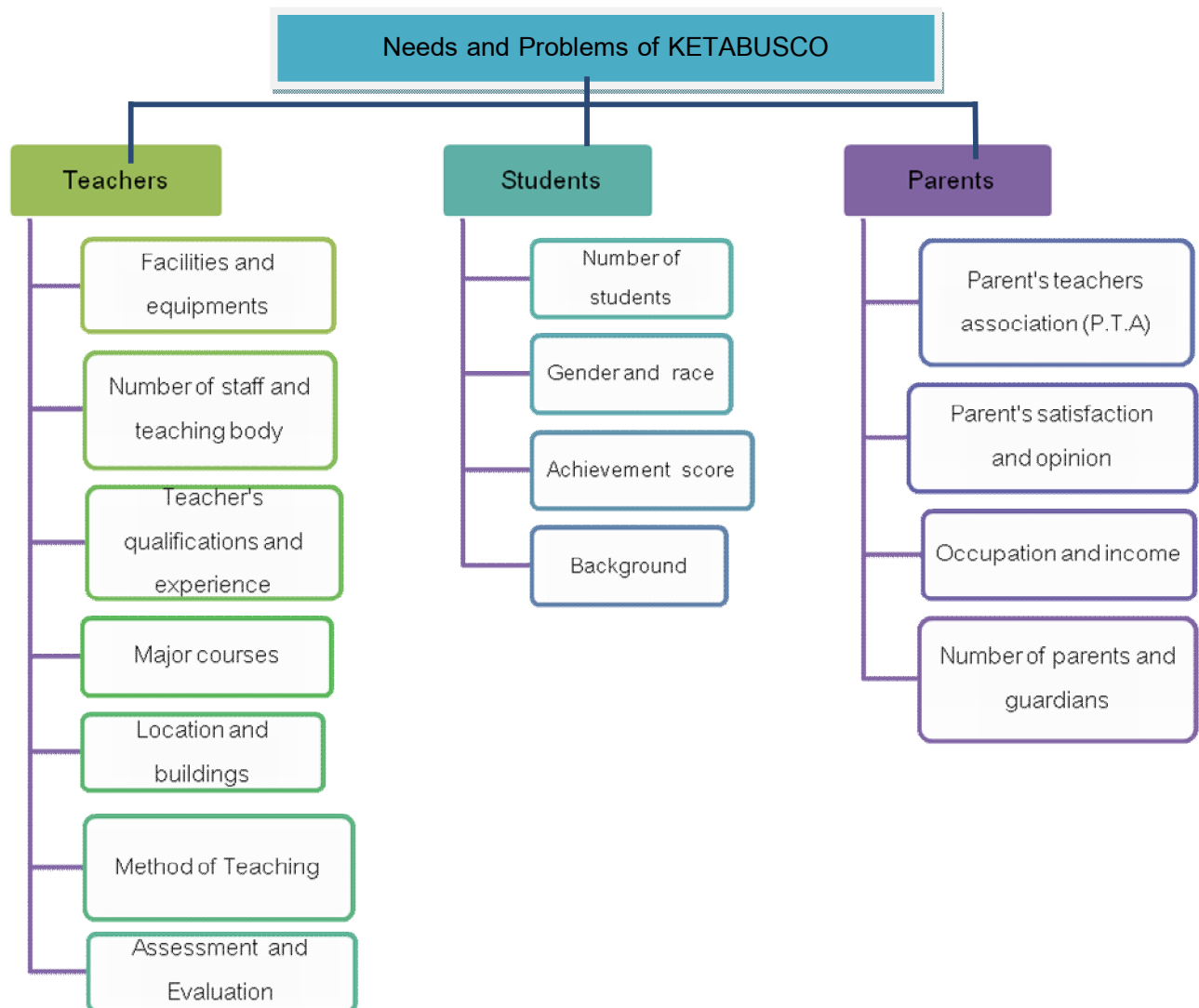


Figure 1 Conceptual framework

## Result

### (A) Problems:

Table 1 Problems of Learning and Teaching English faced by teachers

Problems of Learning and Teaching English	$\bar{x}$	S.D.	Level of Need
<b>Teacher.</b>			
1. The ability to teach to cover the whole syllabus in an academic year.	4.108	0.640	High
2. Lack of research and studies in English teaching.	3.173	1.101	moderate
3. Preparation of lesson plans in advance.	1.847	0.893	Low
4. Strategies for teaching English Language.	2.717	1.003	Moderate
5. Knowledge and understanding of the curriculum.	2.543	0.721	Moderate
6. Problems of constructing the curriculum.	3.456	1.187	Moderate
<b>The Curriculum Implementation.</b>			
1. Analysis of standards of English learning skills.	3.782	1.172	High
2. Ability of students as compared to the voluminous of the syllabus.	3.934	0.533	High
3. Providing programs to suit the needs of learners.	3.717	0.501	High
4. Providing programs to suit the conditions of local communities.	3.782	0.727	High
5. The centralized curriculum needs to be revised.	4.152	1.032	High
6. The courses in English are not in accordance with the daily life of students.	2.934	0.997	Moderate
7. The lesson designed for students to learn in a term is too voluminous.	3.369	1.102	Moderate

Table 1 (Continued)

Problems of Learning and Teaching English	$\bar{x}$	S.D.	Level of Need
<b>The learning process.</b>			
1. The learning activities that focus on communication skills. (Listening, Speaking, Reading & Writing)	4.087	0.724	High
2. Irrelevant classroom activities focused on students.	4.195	0.778	High
3. Integration with any subject.	3.087	1.131	Moderate
4. The theories and techniques used for leaning.	2.956	0.665	Moderate
5. Activities of learning aren't suitable for the subject.	3.326	0.790	Moderate
6. Broken homes affect learning process.	3.565	1.108	High
7. Hours spent in the classroom isn't enough.	2.782	1.009	Moderate
8. The atmosphere isn't conducive for learning.	3.043	1.365	Moderate
<b>Media and Learning.</b>			
1. The school's budget to support supplies and learning materials.	4.456	0.911	High
2. Using media as an appropriate tool to enhance effective learning.	3.978	0.682	High
3. The variety of learning media. Ex. Pictures, Word cards, Games, Publishers, Computer-assisted instruction.	3.608	0.802	High
4. The students' involvement in the procurement and production of learning materials.	4.239	0.947	High
5. The selection of learning resources, such as the use of language laboratories.	3.587	1.045	High
6. Learning outside the classroom with the locals.	2.913	1.131	Moderate

Table 1 (Continued)

Problems of Learning and Teaching English	$\bar{x}$	S.D.	Level of Need
<b>Learning outcome Assessment</b>			
1. The level of measurement used to evaluate students' prior to and before learning.	3.217	1.364	Moderate
2. The value of measurement and evaluation in accordance with the purpose of learning.	3.434	1.439	Moderate
3. The effectiveness of evaluation and assessments.	3.000	1.414	Moderate
4. Assessment of students work/ portfolio.	3.804	1.343	High
5. Assessment of student learning and morality, Skills and habits.	3.369	1.180	Moderate
6. The learners and parental involvement in student's outcomes assessment.	3.326	1.383	Moderate

From the table, we can conclude that the following were considered as highly potential problems for the teachers, implementations of curriculum, its learning process and application of media towards learning. The volume of syllabus compared to each academic time frame and providing programs to suit the conditions of local communities. Also, another highly rated problem recognized is to revise the centralize curriculum and long term vision on media learning should be encouraged to create self-style learning situation environment.



Table 2 Problems of Learning and Teaching English faced by students

Problems of Learning and Teaching English	$\bar{x}$	S.D.	Level of Need
<b>Teaching</b>			
1. Teaching materials are outdated.	4.162	1.162	High
2. Inadequate time for instructional periods.	3.444	1.126	Moderate
3. Strategies for teaching.	3.457	1.110	Moderate
4. Teaching materials are not adequate.	3.649	1.312	Moderate
<b>Learning.</b>			
5. Background of individual students.	3.642	1.353	High
6. Students interest in studying standard English.	3.496	1.122	Moderate
7. High cost of fees (educational materials).	4.188	1.056	High
8. Students inability to form individual study groups.	3.764	1.268	High
9. Bad grades obtained in Junior High School.	3.301	1.363	High
10. Students have no idea of how to manage their studies.	3.609	1.200	High
<b>Standard of English.</b>			
11. Ability of students to write standard English.	4.175	3.588	High
12. Effects of pidgin English on Standard spoken English.	4.377	0.913	High
13. The effects of nasal sounds on speaking ability.	3.596	1.127	High
14. Inability of school spelling competition.	3.844	1.143	High
<b>Environments and facilities.</b>			
15. Non function of the school library for language study.	3.860	1.192	High
16. Inadequate of computer programs for language study.	3.933	1.165	High
17. Internet accessibility at school for language study.	3.884	1.113	High
18. Lack of competent teachers to teach using the internet media.	3.897	1.117	High
19. Lack of private learning area in the school.	3.904	1.220	High

The above table summarizes the need to give special attention to problems pertaining to instructional materials, students counseling, procedures involved in admission and creating well established learning environment.

Table 3 Problems of Learning and Teaching English faced by parents

Problems of Learning and Teaching English	$\bar{x}$	S.D.	Level of Need
1. Classroom Buildings aren't enough.	2.711	1.340	Moderate
2. The quality of teachers.	2.144	0.869	Low
3. High school fees.	2.614	0.998	Moderate
4. Subsidization of logistics from the government.	3.885	1.116	High
5. Less parents involvement in school affairs.	3.322	1.286	Moderate
6. Parents interest in standard English Language.	4.155	1.340	High
7. Inadequate educational materials for English learning.	3.548	1.291	High
8. Ability of students to inform parents about their daily activities.	2.955	1.315	Moderate
9. Teachers eagerness to teach.	3.818	1.379	High
10. Teachers responsibility in evaluating and assessing students.	3.637	1.322	High
11. The school is far from the capital city.	2.503	1.257	Moderate
12. High number of Recalcitrant students.	4.381	0.997	High
13. Religion as cohort hindering the progress of learning.	3.766	1.385	High
14. Students counseling provision to facilitate learning.	3.666	1.172	High
15. Management of the time during Inter school activities.	4.200	1.359	High

This table portrays the necessity of most parents questioning the eagerness of teachers to teach, government's readiness to assist in terms of instructional aids and what the school is doing to curtail the misbehavior and the rising recalcitrant of students in the school.

**(B) Needs:**

Needs of Teaching and Learning English faced by teachers and students (Open Ended)

1. The significance and usefulness of learning English in the college.
2. Strategies employed to develop learning orientations.
3. The need to organize in-service training or refresher courses to update teachers knowledge.
4. English foreign courses should be implemented to enable students have greater view of the English world

**Discussion**

The results demonstrated a highly conservative approach needed to solve general problems on students and teachers. It became evident that teachers will not be able to teach to cover the entire syllabus in an academic year, reviewing central curriculum to suit smooth teaching, focus on media in terms of use of language worldwide and lack of adequate resources to teach. It was also clear that students face financial problems due to broken homes which tremendously affect their learning ability. Outmoded learning materials, lack of adequate guidance and supervisions on part of teachers to help students. There must be a turnaround of how English is spoken knowingly very well the effects of Pidgin English on standardize English. Correcting nasal sounds from the early beginning. It is high time school administration steps up their effort to bridge the gap between highly performed schools to Keta Business College. For instance accessibility to internet usage should be seen as a cohort to foster great understanding of the language.

As a matter of fact, school administration should do better by setting up long vision for the school. In accordance for good and quality leadership, head of institutions should be a viable position to be contended for rather than appointing an old teacher in the school based on his/her ethnic group preference to merit. Most problems can be solved especially in table three by good supervision work.

## Conclusion

As we know change doesn't come easily. Change comes with an utmost vision and dedication. It will take the entire stakeholders to solve most of the problems facing the college. As (Black, et al., 2003) said "Every important change in a classroom teaching involves taking risks, and at least in the process of change one needs to do extra work. If teachers can identify their own problems and are only prepared to do their job very well by having the sole interest of their student at heart, most general problems can be solved within. Attitude and dedication towards teaching and learning can bring greater success. As discussed earlier on, school administration will have to apply an utmost managerial skill to uplift the standard of teaching in the school not only English as a language. Various subject departments should be set up to give concise progress and development in every area. Another aspect is student's motivation towards learning, Virtually every student is motivated one way or the other; therefore there is the need for teachers to identify the right type of motivation to use in order to bring out every success and productivity out of the student. Creating a healthy teaching and learning environment for both teachers and students should be highly considered and noted in school's budgets every year. Also employing highly skilled psychologist to assist students from broken homes and behavior disorders should be considered. Let's keep in mind that, every effective school has two major aims. First of all, it should be a place where students can feel safe, physically and emotionally. Secondly, the school has high expectations for its students.

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