



Factors accounting for senior high school students' learning of English language in the Techiman metropolis, Ghana

Roland Adatuu¹

¹rolandadatuu125@yahoo.co.uk

¹Simon Diedong Dombo University, Ghana

Recommended Reference: Adatuu, R. (2025). Factors accounting for senior high school students' learning of English language in the Techiman Metropolis, Ghana. *African Quarterly Social Science Review*, 2(4), 431–441.

<https://doi.org/10.51867/AQSSR.2.4.41>

ABSTRACT

The research examined the factors accounting for senior high school students' learning of the English language in the Techiman Metropolis. Theoretically, the study was guided by the theory of behaviorism, while methodologically, it employed a cross-sectional design. Purposive and simple random sampling techniques were used to select respondents, while a questionnaire and key informant interview guide were used to collect the empirical data from the sampled population consisting of 20 students from each of the three schools, making a total of 60 students. Ten teachers of English language and heads of departments were selected from each of the three senior high schools in the Techiman Metropolis, for a total of 30. In all, 90 respondents took part in the study. The quantitative data was coded, counted, grouped into tables, and processed to provide frequency tables and charts, using SPSS version 16.0. The qualitative data depended on descriptions and explanations. The qualitative analysis involved putting the data (the views of the teachers and heads of departments) under thematic areas followed by descriptions and explanations. The research revealed that the factors accounting for SHS students' learning of the English language included motivation, the quality of teachers of the English language, the availability of teaching and learning materials (TLMs), teachers of the English language's continuous professional development, students' engagement in classroom activities, and the timely assessment of students. Despite these, the study discovered that there are no adequate textbooks in the schools, and there is also the notion among the students that the English language is not their mother tongue, which impeded progress toward helping them to learn the language. The conclusion is that there are some students who see the need to learn the language; hence, they need to be given attention to excel. The implication is that the government will need to provide adequate/more textbooks to senior high schools in the metropolis. Also, sensitization among parents and students about the importance of learning the English language in a technologized 21st century will craft ways for progress in learning the language.

Keywords: Education, English Language, Motivation, Students, TLMs

I. INTRODUCTION

In an ever-changing globalized world, English language has become an important language in the communication field and has been the instructional medium in schools globally (Anokye, 2022). Kadau (2022) stated that teaching of English language in Africa commenced with the coming of the colonialists. Tosuncuoğlu (2021) noted that aside being used in international trade, English language is also the medium through which most scientific journals are published. Thus, English is now considered as a global language! Tosuncuoğlu (2021) further explains that to call a language global means it has assumed a level where public authorities in many countries use it. Also, it is given prominence and is used as a medium of instruction where it is not officially originated or has no official status. The author concludes that English is spoken widely throughout the universe and that is why it is given prominence in the instructional architecture in many countries.

In Ghana, Djorbua et al. (2021), Frimpong (2021) and Anokye (2022) observed that despite the fact that Ghana is rich with indigenous languages, none of them play the onerous role of being an official or national language of the country. To this effect, English language has taken the centre stage as the official or national language since the inception of colonialism. English language thus, forms the fulcrum of government business, governance, trade, law and education as a lingua franca (Djorbua et al, 2021).

Anokye (2022) admitted that based on the importance of English language in the Ghanaian fabric, all Senior High Schools in Ghana use the English language with reference to the syllabus as a guide. Therefore, the expectation is that all students will acquire the same level of proficiency in the field to meet the demands of the Senior High School level and subsequent levels.

As Anokye (2022) noted, the SHS level in Ghana represent a decisive stage of life. However, as the author observed, at present, the proficiency of many students at the SHS level in the English language is very questionable and



this may affect their performance at the tertiary level. The author continued that, there are several complaints by teachers about students' poor outcomes in the final examination at the SHS level due to students' inability to acquire skills in the language. Some of such complaints emanate from some of the big associations in Ghana such as associations of teachers of English language. There is a general framing of thought, therefore, among various schools in Ghana that some SHS learners have proficiency challenges with the language (Anokye, 2022).

Similarly, Anokye (2022), Gyan (2022) and Kporu (2019) also lamented that observing the results of some SHS students in the country rather portray an abysmal performance in the final examination. This may be due to certain factors like poor teaching, inadequate TLMs or resources, inattentive nature of parents toward their children, little or no motivation for teachers and students as well as the attitude of learners with regards to learning of the language (Anokye, 2022). Yet, another school of thought is that perhaps the challenge is due to large class sizes, overuse of mother tongue as well as the poor background of teachers of English language (Kadau, 2022).

A plethora of the literature (Anokye, 2022; Gyan, 2022; Frimpong, 2021; Kporu, 2019) in Ghana suggests that there is only a paucity of data on the factors accounting for students' learning of English language in the country. The contentions are that little is known about what accounts for learning English language in the SHS and how these factors motivate students to perform creditably in their final examination. Thus, there is the need to investigate the ins-and-outs of the factors that inspire students to learn and their performance thereof in the subject in SHS. The begging need is therefore, to examine the factors accounting for the learning of English language in SHS in Ghana.

1.1 Research Objectives

- i. To examine the perceptions of students toward the learning of English language.
- ii. To investigate the factors accounting for the learning of English language in the Techiman Metropolis.

II. LITERATURE REVIEW

2.1 Theoretical Review

2.1.1 Self-Determination Theory

Through a psychological research, Deci and Ryan (1985) are by far the proponents of the self-determination theory of motivation on language learning. They contend that by nature, people have the personal interest and drive to learn and know things by themselves. The authors called this the "intrinsic motivation," The reward for this is the enjoyment and pleasure that comes with the learning process. The intrinsic motivation fulfils three main psychological needs. These are competence, relatedness as well as autonomy. Through the enjoyment of these psychological needs, people are able to engage in the learning of the English language through their own learning activities (Chanjavanakul, 2012; Doley, 2024).

Chanjavanakul (2012:4) and Doley (2024) noted further that conversely, another form of motivation is known as "extrinsic motivation." These are "external regulation, introjected regulation, identified regulation and integrated regulation." The external regulation is a situation where a learner has to learn English language because he or she is being controlled by an external force such as being punished for poor performance. The introjected regulation means learner takes up the mantle of learning the language otherwise he or she will feel guilty of not learning it. Here, there is no external force or control. The identified regulation occurs when the learner feels that learning the language is important and has good value for him or her while the integrated regulation is a combination of the above regulations (Chanjavanakul, 2012; Doley, 2024).

This theory is relevant in studying the factors that account for the learning of English language in SHS because as the authors suggested, the theory allows teachers to apply both the intrinsic and extrinsic motivations that are relevant in teaching learners. In this way, the learner is able to understand concepts easily.

2.2 Empirical Review

2.2.1 Learning of English Language in Ghana

The literature in the field of SHS students' learning of English language has waxed and waned for the past decades globally. From Ghana to Nigeria, Tanzania to Malawi, there are a bourgeoned literature on learning English language. In Ghana, Anokye (2022) and Kporu (2019) examined the issue very closely and made some cogent contributions to the debates surrounding pre-tertiary students' learning of English language. The two authors interrogated the issues of the quality of teachers and teaching procedures, the available TLMs or resources for teaching, the school climate or environment as well as the socioeconomic background of learners as the benchmarks for students' performance in English language (Kporu, 2019; Anokye, 2022).

Despite the changes in the Ghanaian educational system over the years, Frimpong (2021) argued that learners are deemed to meet the demands of the SHS standard in order to qualify to proceed to the tertiary level. However, as noticed by Kporu (2019) and Anokye (2022), majority of these students are incapable of meeting these demands. The



proposition therefore, in Ghana is that every student needs an English requirement in order to be successful academically and to go beyond the threshold of academics. This accounts for using English as a means of instructing schools in Ghana (Frimpong, 2021; Anokye, 2022).

In the current Ghanaian educational architecture, in the initial three years, that is, from Basic One to Basic Three, pupils are instructed using the local dialect of the school community, and the English language is only taught as a subject. Basic Four onwards is instructed purely using the English language (Kpornu, 2019; Anokye, 2022; Ghyan, 2022; Bnasah & Lamudi, 2025).

Summarily therefore, there is a nexus between teaching and learning. The purpose of teaching is to set the environment conducive and then facilitating, guiding and encouraging the students to learn. The teacher being the facilitator must have a good understanding of what is supposed to be learned and must employ the appropriate methods, techniques and teaching styles to deliver a very good lesson. This is because, every successful teaching is dependent on the learning that takes place in the Ghanaian classroom (Kadau, 2022).

In the Ghanaian classroom as observed above, there are two active participants. These are the teachers and the learners. Thus, the learning of English language does not rest entirely on the teacher. It takes two to tango, so goes the adage! The student in the Ghanaian classroom must assume a certain level of responsibility in learning. It is through the interactions of both teachers and students that learning takes place in the classroom based on certain underlying principles. The argument is that "...when I hear, I forget, when I see, I remember and when I do, I learn" (Kpornu, 2019:11).

2.3 Perceptions of SHS Students on the Learning of English Language

As Sahin et al. (2016) agreed, there is a general impression and a profusion of confusion by many students that "English language" belongs to the English people. In Ghana, among many Akans and Asantes, there is a saying that "brofo enye me krom kasa" meaning literally that "English language is not my mother tongue." This perception can influence some SHS students to disregard English as an important language.

Kpornu (2019:14) corroborates the above example in Ghana in the following lines "There are some students who also simply parade with the excuse that the English language is not their mother tongue and hence, do not see the need to take it serious." She continued that there are also some students who cogitate that they are knowledgeable in English because they are able to communicate and are understood among their peers. However, this does not stand to suggest that being understood means what is said is right.

2.4 Factors accounting for SHS students' Learning of English Language

2.4.1 Motivation

Dwinalida and Siateji (2022) identified motivation as the first factor that accounts for the learning of English language by SHS students. This is because motivation has a magic wand when it comes to language learning especially English language. They advanced that there is a correlation between an individual's desire for achievement and motivation. That is to say that motivation influences achievement in learning a foreign language.

Dwinalida and Siateji (2022) went further to say that motivation is the orientation that is given to students in the course of learning a language such as English. Motivation combines the student's efforts, the attitudes and the burning desire of the student to achieve success in learning the language. Thus, motivation must be a component of the process of achieving a goal which is to learn a language. As Dwinalida and Siateji (2022) and Bnasah and Lamudi (2025) keenly noted, there is hardly any success without motivation.

Just as above, Frimpong (2021) and Kpornu (2019) earlier found in the Ghanaian situation that motivation is a predicting factor for high results in learning English. They realized that motivation serves as a catalyst to influence attitudes. And the attitudes of students in the direction of their learning could best serve a predicting factor for good outcomes in grasping the subject. Attitudes here, refer to those beliefs that a student holds with regards to the whole target and his or her own culture. They concluded that attitudes correlate positively with high performance because they enable the learner to be motivated to learn the language.

2.4.2 Quality Teachers of English Language

Bheemappa (2017) stated that a quality teacher of English language should be one that is able to teach the five areas of the language well. These five areas are reading, writing, viewing, listening, and speaking. He or she should be able to master the content, methods and techniques. Teachers should know how to employ variety in teaching as well as flexibility in trying varied ways of applying the techniques of teaching (Bheemappa, 2017; Gyan, 2022).

Similar to the above, Al-Issa (2017) also noted that a definition of a quality teacher of English language should be that the teacher has a firm grasp of the content of teaching, a formidable knowledge and discipline in the pedagogy. That is to say that he or she should be able to design and implement a good instruction. Further to that he or she should



have the capacity to organize the right teaching and learning resources duly needed for a lesson and use them appropriately (Al-Issa, 2017).

Bnasah and Lumadi (2025) also established in the Ghanaian context that there is a nexus between the quality of teachers of English language and students learning outcomes. They noted that research shows that learning outcomes in English language depends upon the quality of teachers that teach the subject. It is therefore, hoped that if there are quality teachers who are able to assemble their content, the learning objectives and the use of appropriate teaching methods alongside the availability of TLMs, there will be good outcomes in the subject (Gyan, 2022).

2.4.3 Availability of TLMs

Frimpong (2021) studied the Ghanaian situation and defined teaching materials as things that afford learners the chance to have practical experience on what they learn in the classroom which increases their understanding and knowledge. These definitions are the bedrock of this study. This is because, teaching and learning materials or resources make a lesson appear very pleasant among the students.

Lessons are presented in a real manner for easy comprehension by the students. TLMs allow for engagement in self-activity and in the end, they learn by doing it themselves. TLMs are therefore, empowering tools for students to take up the mantle of learning by themselves through self-activity (Frimpong, 2021).

2.4.4 Engagement in School Work

Anani and Nyamekye (2024) noted with deep concern that in Ghana, another factor which accounts for SHS students' learning of English language is engagement. Engagement is the intrinsic interest and level of participation of students in their school work. It is said that students tend to learn more and more when the teacher employs a three-dimensional and high-quality pedagogy like "active teaching strategies", "making connections", extensions and allowing "student-to-student interactions". Active teaching refers to the process of pairing students or putting them in small groups so they can write, discuss and manipulate the teaching and learning resources by themselves.

"Making connections and extensions" means the level at which learners are able to take part in activities and are able to relate these with the real-world issues around them. Student-to-student interactions refers to the level at which learners are able to relate to each other during group activities meant to promote their learning (Amua-Sekyi & Ntim, 2015).

2.4.5 Assessment

Undoubtedly, Bnasah and Lumadi (2025) and Kporu (2019) have argued that perhaps in Ghana, one best factor accounting for SHS learners' learning of English is their assessment for learning. Assessment, as stated by the authors, is part of teaching and learning and perhaps, one most single and effective factor that accounts for the learning of English by students.

Bnasah and Lumadi (2025) further realized that giving feedback to students on the work that they do enables them to adjust to meet the requirements of the subject they are learning. Kporu (2019) also mentioned that feedback ignites the interest of the students to learn and correct the mistakes that they have made. It inspires them to take immediate action on what is needed to be done immediately (see Gyan, 2022).

2.4.6 Teachers' professional development

UCLES (2021:2) defined teachers' continuous professional development to mean "continuous process of reflection, learning and action to further a teacher's knowledge and skills, leading to enhanced teaching practices that positively impact on students' learning." The intention is to help the teacher with a continuous means of learning so that the teacher continuous to have relevant knowledge using the appropriate teaching methods, techniques as well as the right TLMs in the delivery of lessons.

This factor also accounts for SHS students' learning of English language. Teachers' professional development impacts positively on students' learning of a language (Amua-Sekyi & Ntim, 2015) in Ghana. The researchers intimated that in recent times, a body of scholarly works by academics suggest that there is a nexus between teachers' professional development and the learning outcomes of students. Amua-Sekyi and Ntim (2015:3) made the argument that programmes should aim at adding teachers' "knowledge of the subject, the curriculum, or how students learn the subject" positively helps students to learn a language faster.

III. METHODOLOGY

The study was carried out in the Techiman Metropolis to which Techiman is the capital. The metropolis is one of the 11 Municipal and District Assemblies in the area. There are six (6) public Senior High Schools out of which three (3) were selected for the study (Republic of Ghana, 2024). The schools selected were Techiman SHS, Mount Carmel

Girls' SHS and Abrafi SHS. The research participants comprised of students, HODs and teachers of English language. These schools were chosen for a number of reasons: geographical proximity and limited resources (human, finance and transportation).

A cross-sectional design was adopted and used. It is a flexible tool which allows for the collection of both quantitative and qualitative information (Douglas et al, 2019). Manheim and Rich (1991) stated that cross-sectional surveys give you "a snap shot of a moving target." Bhattacharjee (2012:48) has observed that "Field surveys capture snapshots of practices, beliefs, or situations from a random sample of subjects in field settings... The strengths of field surveys are their external validity (since data is collected in field settings), their ability to capture and control for a large number of variables, and their ability to study a problem from multiple perspectives or using multiple theories."

First, a purposive sampling technique was used to Senior High Schools and teachers and HODs of English language. Second, a simple random sampling technique which is in line with cross-sectional designs was used to select ten (10) teachers and heads of departments in each of the three schools. All these were in the English language department. They were randomly selected making a total of 30 teachers for the study regardless of the year and class they teach. This was done first to allow each school to have an equal number of participants and second, to ensure that each teacher and head of department had an equal chance of being part of the study. Again, 20 students from each school were randomly selected from any of the departments who opted to be part of the study. This was also done to make sure that each student in each of the schools was not skewed out of the research. All students from first to third year were randomly chosen. Those who accepted to take part in the research formed part of the respondents. Sixty students were recruited for the study. In all, 90 respondents were drawn to take part in the research. For data collection, questionnaires were administered to the students to solicit information on the issues that fell within the purview of this study while KII interview guide was used to collect information from heads of departments and teachers of English language to complement what was obtained from the students. The Statistical Package for Social Sciences (SPSS) software version 16 was used to generate tables for the data collected from the students. Descriptions and explanations were carried based on the information from the tables generated. The information from the KIIs was analysed thematically using narrations.

IV. FINDINGS & DISCUSSION

4.1 Perceptions of Students toward the Learning of English language in SHS

This section sought to understand the perception of students toward the learning of English language by SHS students in the Techiman Metropolis. When the students were asked whether they did not want to learn the English language because it is not their "mother tongue," there was unanimity. Table 1 indicates the responses of the respondents. This was done on 5-point liker scale where: Where SD = strongly disagree, FD = fairly disagree, D = disagree, A = agree, SA = strongly agree.

Table 1

Perception of Students about English language learning

S/N	Item	SD	FD	D	A	SA
1.	English is not my mother tongue	60 100%	0 0%	0 0%	0 0%	0 0%
2.	I can read and write so I do not need to learn	0 0%	0 0%	0 0%	0 0%	60 100%
3.	When I communicate, my colleagues understand me so no need to learn.	0 0%	0 0%	60 100%	0 0%	0 0%
4.	English is a difficult subject, there is no need to waste time learning it.	0 0%	0 0%	60 100%	0 0%	0 0%
5.	English teachers do no deliver their lessons well	5 8.3%	5 8.3%	10 17.7%	15 25%	25 25%
6.	I do not need English language in the future for anything	0 0%	0 0%	40 66.7%	0 0%	20 33.3%

From Table 1, all of the students, 60 (100%), strongly agreed that they do not want to learn English language because it is not their mother tongue. The responses of the respondents indicated that English language is a foreign language to them and hence, no need to study it. By implication, students of Techiman SHS, Mount Carmel Girls' SHS and Abrafi SHS do not see the need to learn English language because they think the language is not their mother tongue. This finding is in tandem with research by Kporu (2019:14). The author captured this succinctly in the following words: "There are some students who also simply parade with the excuse that the English language is not their mother tongue and hence, do not see the need to take it serious."



When the respondents were asked whether because when they communicate in the English language, they are understood by their colleagues therefore, there is no need for them to learn the English language, all of them, 60 (100%) disagreed. Equally, all the respondents, 60 (100%) disagreed that English language is a difficult subject that is why they would not want to learn it. None of them strongly agreed, agreed, strongly disagreed or fairly disagreed. This indicated that communicating and being understood did not serve as a factor for which they would not learn the English language. This finding contradicts the studies of other authors. For instance, it contradicts the findings of Kporu (2019). Kporu (2019) found out that there are also some students who cogitate that they are knowledgeable in English because they are able to communicate and are understood among their peers. However, this does not stand to say that being understood means what is said is right or appropriate.

From the above, it is clear that on the issue of perception, while some of the literature agrees with these findings, there are some contradictions in the literature against the findings. The findings of Kporu (2019) for instance, contradicts the finding that students do not want to learn English because when they communicate, they are understood by their colleague students. And hence, there is no need for them to learn English language.

4.2 Factors Accounting for the Learning of English Language in SHS

This section examined the factors that account for the learning of English language in the Techiman Metropolis of the Bono East Region. The students were unanimous that motivation is a factor for their learning of English. The students gave their responses on issues that motivated them for learning English language. Table 2 shows motivation as a factor that accounts for the learning of English language in SHS.

Table 2

Motivation Factors that Account for the Learning of English language in SHS

S/N	Motivating factor	SD	FD	D	A	SA
1.	Orientation of students about the subject.	0 0%	0 0%	0 0%	30 50%	30 50%
2.	Attitude of teachers during lessons.	0 0%	0 0%	0 0%	30 50%	30 50%
3.	Use of appropriate TLMs.	0 0%	0 0%	0 0%	0 0%	60 100%
4.	Professional conduct of the teachers in class.	0 0%	0 0%	0 0%	20 33.3%	40 66.7%
5.	School environment or climate	0 0%	0 0%	10 17.7%	50 83.3%	0 0%

The responses on table 2 indicate that about 30 (50%) agreed and another 30 (50%) strongly agreed that their orientation to the subject motivated them for learning while none of the students mentioned strongly disagreed, fairly disagreed and disagreed. The students were also asked for their responses in terms of the attitude of teachers of English language during lessons.

From table 2, it was realized that about 30 (50%) agreed and 30 (50%) strongly agreed that the attitude of the teacher motivated them from learning the language while none mentioned strongly disagreed, fairly agreed or disagreed. When the students were asked whether a teacher's use of TLMs motivated them to learn English language, all the students, 60 (100%), indicated that they agreed that use of TLMs motivated them greatly from learning the language. None of them mentioned strongly agreed, strongly disagreed, fairly agreed or disagreed. This shows that the availability and use of TLMs motivated students of Techiman SHS, Mount Carmel Girls' SHS and Abrafi SHS in Techiman to learn English. The students also showed that the professional conduct of teachers of English language in the classroom motivated them from learning the language. This was demonstrated by their responses. About 40 (66.7%) of them strongly agreed that teachers' professional conduct in class motivated them to learn. About 20 (33.3%) of them answered that they agreed while none of them stated that the strongly disagreed, fairly disagreed or disagreed. When it comes to the school environment, the students who agreed that the school environment motivated them from learning the English language were 50 (83.3%), those who disagreed were 10 (17.7%). None of the students strongly agreed, strongly disagreed or fairly disagreed. This shows clearly that the school environment is a motivational factor for the learning of English language. This is because, majority of them, 83.3% agreed that it influenced their learning.

The findings show that motivation is one of the factors that account for students' learning of English language in the Techiman Metropolis. Bnasah and Lamudi (2025) and Gyan (2022) also found motivation as a strong factor that accounted for the learning of English language. Motivation combines the student's efforts, their attitudes and the burning desire to achieve success in learning the language. Thus, motivation must be a component of the process of achieving a goal which is to learn a language. Thus, there is hardly any success without motivation!



Another factor that accounted for the learning of English language in SHS is the quality of teachers of English language. Table 3 displays the quality of teachers of English language as a factor that accounts for the learning of English language in the Senior High School.

Table 3

Quality of Teachers of English Language as a Factor that Accounts for the Learning of English Language in Senior High Schools

S/N	Attributes of a good teacher	SD	FD	D	A	SA
1.	Teacher is trained /professional	0 0%	0 0%	0 0%	50 83.3%	10 17.7%
2.	Able to set the tone for type of activities	0 0%	0 0%	0 0%	50 83.3%	10 17.7%
3.	Knows appropriate use of TLMs	0 0%	0 0%	10 17.7%	50 83.3%	0 0%
4.	Knowledgeable in the subject area	0 0%	0 0%	20 33.3%	25 41.7%	15 25%
5.	Communicates clearly	0 0%	0 0%	0 0%	50 83.3%	10 17.7%
6.	Able to give attention to every student	0 0%	0 0%	0 0%	50 83.3%	10 17.7%

From table 3, 50 (83.3%) of the students agreed that a trained or professional teacher increases their desire to learn the language, 10 (17.7%) of them strongly agreed while none of them mentioned strongly disagreed, fairly disagreed or disagreed. By implication, it means that quality or professional teachers motivated students to learn English in SHS in the Techiman Metropolis. Further to the above, 50 students representing 83.3% stated that they agreed that teachers of English language who are able to set the tone for the type of activities required for a lesson inspire them to learn the language. About 10 (17.7%) strongly agreed while none of them mentioned strongly disagreed, fairly agreed or disagreed. Ultimately, the responses show that teachers' ability to set the tone for the type of activities required for a lesson gives them the urge to learn the English language.

Table 3 shows that about 50 (83.3%) of them agreed that this pushes them to learn the language while 10 (17.7%) disagreed that knowledge in the use of TLMs is a factor that inspired them to learn the language. None of the students mentioned strongly agreed, strongly disagreed, fairly agreed or disagreed. This is an indicator that a teacher's knowledge in the appropriate or application of TLMs actually pushes them to learn the language as majority of them, 83.3% attested to the fact that it is a factor that increases their desire to learn the language. A teacher's ability to communicate clearly on what is supposed to be done in the classroom increases the desire of SHS students to learn English in the Metropolis. This is because an overwhelming majority, 50 (83.3%) of them agreed that it does, 10 (17.7%) strongly agreed while none of them mentioned strongly disagreed, fairly disagreed or disagreed. This demonstrated that teachers' ability to communicate clearly to students in class on what to do or what not to do urges them to learn the language.

Similar to the above, about 50 (83.3%) of the students agreed that a teachers' capacity to attend to each student in the class motivates them to learn the language. About 10 (17.7%) strongly agreed while none of them strongly disagreed, fairly disagreed or disagreed. This makes it clear that a teacher's ability to give attention to each student in the class influences students in Senior High Schools in the Techiman to learn English language.

Equally, another factor according to the findings is the quality of teachers of English language. Gyan (2022) and Bheemappa (2017) found a nexus between quality teachers of English language and students' desire to learn the language. Kadau (2022), also found quality of teachers of English language as a factor accounting for effective SHS students' learning of English in Ghana. Kadau (2022) stated that the teacher of English language is the one who determines the type of activities that will be carried out. Since teaching is communicating, the teacher must be apprised with the language and show competence during the delivery of the lesson while Amua-Sekyi and Ntim (2015), said that good outcomes among students in English language depends much on the quality of teachers that teach the subject.

The respondents gave their views on the availability of textbooks and whether these influenced their interest in learning English language. Table 4 presents the availability of TLMs as a factor that accounts for the learning of English language in the SHS.

Table 4*The Availability of TLMs as a Factor that Accounts for the Learning of English Language in the SHS*

S/N	Availability of TLMs	SD	FD	D	A	SA
1.	Textbooks are available for every student	0 0%	0 0%	30 50%	30 50%	0 0%
2.	There are revision books for all students	0 0%	0 0%	20 33.3%	40 66.7%	0 0%
3.	There a good and many reading books	60 100%	0 0%	0 0%	0 0%	0 0%
4.	There are many reading set of books for the school	0 0%	0 0%	0 0%	60 100%	0 0%
5.	We are able to bring our own TLMS to complement	60 100%	0 0%	0 0%	0 0%	0 0%
6.	We are able to make good use of the available books all the time	30 50%	0 0%	10 17.7	20 33.3%	0 0%

Their responses on table 4 indicates that about 30 (50%) disagreed that textbooks influenced their interest while another 30 (50%) agreed that textbooks available to them urged them to learn the language. None of the students mentioned strongly disagreed, fairly disagreed or strongly agreed. This indicates that to some students, textbooks are not the primary concern. The possibility is that these students depend much on their teachers while those who agreed complement what they obtained from their teachers with the textbooks they have. When asked whether the availability of revision books urged their interest in learning English, 20 (33.3%) of the respondents disagreed while 40 (66.7%) of them agreed that the availability of revision books inspired them to learn the language. None of the students strongly disagreed, fairly disagreed or strongly agreed. By an overwhelming majority of 66.7%, it shows that the availability of textbooks for revision had an influence on Senior High School students in the Techiman Metropolis to like to learn English language. All the students strongly disagreed that there are good reading books for them in their schools. That is to say that all the 60 (100%) respondents do not support the issue of having good reading books in their schools. This indicates that none of them strongly agreed, fairly disagreed or agreed. By implication, the responses indicate that there are no good reading books in the SHS in the Techiman Metropolis where the research was conducted. It was unanimous by all, 60 (100%) who strongly agreed that they are allowed to bring their own teaching and learning materials or resources to school for learning. That is to say that all the students strongly agreed that they are allowed to bring their own teaching and learning materials to the classroom. None of them strongly disagreed, agreed, fairly disagreed or disagreed. It is therefore, obvious that students of Senior High Schools in Techiman are allowed to bring their own TLMs to class for learning activities to complement what is provided by the Government of Ghana.

Frimpong (2021) identified the availability of TLMs as a motivator for the learning of English language just as above. The author found as observed in this research that another factor that precipitates the SHS students' learning of English language is the availability of TLMs. She also noted that this is also applicable to any subject. This is because, teaching and learning materials or resources make a lesson appear very pleasant among the students. Lessons are presented in a real manner for easy comprehension by the students. TLMs allow for self-activity and in the end, they learn by doing it themselves. TLMS are therefore, empowering tools for students to take up the mantle of learning by themselves through self-activity.

The students were able to give their views about whether they are engaged in classroom activities in the school for the first six weeks. Table 5 shows the engagement of students in classroom activities for the first six weeks in school.

Table 5*Engagement of Students in Classroom Activities for the First Six Weeks in School*

S/N	English lesson	SD	FD	D	A	SA
1.	Week 1	0 0%	0 0%	0 0%	0 0%	60 100%
2.	Week 2	0 0%	0 0%	0 0%	0 0%	60 100%
3.	Week 3	0 0%	0 0%	0 0%	0 0%	60 100%
4.	Week 4	0 0%	0 0%	0 0%	0 0%	60 100%
5.	Week 5	0 0%	0 0%	0 0%	0 0%	0 0%
6.	Week 6	0 0%	0 0%	10 17.7%	0 0%	50 83.3%

For the first five weeks according to table 5 all the respondents, 60 (100%) strongly agreed that they were engaged in school activities or work. None of them mentioned agreed, strongly disagreed, fairly disagreed or disagreed. However, for the sixth week, while 50 (83.3%) strongly agreed that they were involved or engaged in classroom work, 10 (17.7%) disagreed that they engaged in classroom work. This shows that the students are engaged in classroom work because, majority of them, 83.3% stated that they are engaged.

Similar to the findings of this study, Amua-Sekyi and Ntim (2015) and Bnasah and Lamudi (2025) found in the case of Ghana that students' engagement in school work leads them to learn English language. The authors demonstrated that another factor which accounts for SHS students' learning of English language is engagement. Engagement heretofore, refers to the intrinsic interest and level of participation of students in their school work. It is said that students tend to learn more and more when the teacher employs a three-dimensional and high-quality pedagogy such as "active teaching strategies", "making connections, extensions" and allowing "student-to-student interactions."

The students were asked of their opinions of how often their teachers assessed them in the classroom for the first six weeks of school. Table 6 indicates the assessment of students for the first six weeks.

Table 6

Assessment of Students for the First Six Weeks

S/N	English assessment	SD	FD	D	A	SA
1.	Week 1	0 0%	0 0%	0 0%	0 0%	60 100%
2.	Week 2	0 0%	0 0%	0 0%	0 0%	60 100%
3.	Week 3	0 0%	0 0%	0 0%	0 0%	60 100%
4.	Week 4	0 0%	0 0%	0 0%	0 0%	60 100%
5.	Week 5	0 0%	0 0%	0 0%	0 0%	60 100%
6.	Week 6	0 0%	0 0%	0 0%	0 0%	60 100%

For all the six weeks on table 6, all the respondents, 60 representing 100% strongly agreed that they were assessed. None of the respondents mentioned agreed, strongly disagreed, fairly disagreed or disagreed. This implies that in the participating schools, their teachers assessed them for the first six weeks.

The findings indicated that the regular assessment of students leads them to learn English language. Authors such as Amua-Sekyi and Ntim (2015) and Gyan (2022) also found a connection between students' learning English language and their regular assessment on the subject. They argued that perhaps, one of the best factors accounting for SHS students' learning of English language is their assessment for learning. Assessment, as stated by the authors, is part of the process and perhaps it is the most single and effective factor that accounts for the learning of English by students. Giving students feedback on the work that they do enables them to be able to adjust themselves to meet the requirements of the subject that they are learning.

Finally, the respondents were asked whether their teachers go for professional development weekly, monthly, quarterly, yearly and every three years. On table 7, the professional development of teachers is presented.

Table 7

Professional Development of Teachers

S/N	Teachers' professional development	SD	FD	D	A	SA
1.	Weekly	0 0%	0 0%	0 0%	0 0%	0 0%
2.	Monthly	0 0%	0 0%	0 0%	0 0%	0 0%
3.	Quarterly	0 0%	0 0%	0 0%	0 0%	0 0%
4.	Yearly	0 0%	0 0%	0 0%	0 0%	0 0%
5.	Every 3 years	0 0%	0 0%	0 0%	10 17.7%	0 0%

On table 7, 50 (83.3%) of the respondents declined in providing an answer because they indicated that they did not know. The 10 (17.7%) who responded to this question agreed that every three years, their teachers go for professional



development. This indicated that students are not put into the known when their teachers go for workshops, seminars, etc as an overwhelming majority, 83.3% responded that they did not know.

Despite the fact that majority of the students could not tell whether or not their teachers do go for professional development, the responses of the few, attests to the fact that professional development is a key component that inspire them to learn English language. The findings of authors such as UCLES (2021) proved that teachers' continuous professional development is associated or is a precipitating factor for students' learning a subject such as English language. UCLES (2021) and Bnasah and Lamudi (2025) noted that in recent times, a body of scholarly works by academics suggest that there is a nexus between teachers' professional development and the learning outcomes of students. They went on to submit that there is acceptance that teachers' professional development impacts positively on students' learning of a language.

In the Key Informant interviews with teachers of English language and heads of departments in the three Senior High Schools, they stated some of the factors that accounted for the learning of English language by their students. They noted just as above that:

Teachers' motivation of students to learn, using the appropriate teaching and learning materials for the right lessons, teachers' punctuality to class and appearance, the professional conduct of the teacher in and outside the classroom, engagement of learners in class and school work, assessment and evaluation of learners promptly, and whether the teacher is up-to-date with the curriculum served as motivation for students to learn the English language.

V. CONCLUSION & RECOMMENDATIONS

5.1 Conclusion

The research makes a conclusion that the factors that really account for SHS students' learning of English language are motivation, quality of teachers of English language, the availability of TLMs, teachers' continuous professional development, students' engagement in classroom activities and the regular assessment of students. The research further concludes that there are no adequate textbooks in the schools studied and there is also the notion among the students that English language is not their mother tongue which impeded progress toward helping them to learn the language. Yet, in the midst of this is the fact that there are some students who see the need to learn the language and hence, the need to be given the necessary attention to excel.

5.2 Recommendations

The implication of the above setbacks is that government will need to provide adequate/more textbooks to Senior High Schools in the Metropolis and other SHS throughout the country for the desirable outcomes to occur in the final examination of the English language subject. Additionally, there is an urgent need for the sensitization of parents and students in the Metropolis and throughout the country about the importance of learning English language in a technologized 21st Century. This is because English language has become the fulcrum for government business, the media, law, politics, education, commerce, among others.

REFERENCES

- Al-Issa, A. S. M. (2017). Qualities of the professional English language teacher educator: Implications for achieving quality and accountability. *Taylor and Francis Online*, 4(1), 1–17.
- Amua-Sekyi, E. T., & Ntim, S. K. (2015). Factors affecting students' performance in English at colleges of education in Ghana. *International Journal of Research in Humanities, Arts and Literature*, 3(1), 29–44.
- Anani, G. E., & Nyamekye, E. (2024). Enhancing English language proficiency in Ghanaian colleges of education: Exploring attitudes, challenges, and pedagogical perspectives from tutors and trainees. *Papers in Education and Development (PED) Supplementary Issue*, 42, 1–23. <https://dx.doi.org/10.56279/ped.v42.suppl.i.1>
- Anokye, B. (2022). Attitudes and motivation towards English language learning in senior high schools: A case study of Accra Senior High School, Ghana. *Journal of Teaching and Applied Linguistics*, 4(2), 86–94.
- Bhattacharjee, A. (2012). *Social science research: Principles, methods, and practices*. University of South Florida.
- Bheemappa, M. P. (2017). Essential qualities of English language teacher. *International Journal of Creative Research Thoughts*, 5(2), 422–427.
- Bnasah, A. A., & Lumadi, M. W. (2025). Investigating English education quality: Teacher factors in Cape Coast Senior High Schools. *South African Journal of Higher Education*, 39(3), 1–15.
- Chanjavanakul, N. (2012). *Motivational theories on language learning*. University of California.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behaviour*. Springer Science and Business Media.



- Djorbua, C., Orfson-Offei, E., & Anderson, J. A. (2021). The role of English as medium of instruction in lower primary schools in selected communities in Ghana. *Journal of Multilingual and Multicultural Development*, 45(1), 1–14.
- Doley, S. K. (2024). Correlations between motivation and language proficiency: A stimulus appraisal-based study on Indian undergraduate ESL learners. *MEXTESOL Journal*, 48(1), 1–15.
- Douglas, K. M., Uscinski, J. E., Sutton, R. M., Cichocka, A., Nefes, T., Ang, C. S., & Deravi, F. (2019). Political psychology: Understanding conspiracy theories. *Advances in Political Psychology*, 40(1), 3–35.
- Dwinalida, K., & Siateji, S. (2022). Students' motivation and English learning achievement in senior high school students. *English Education, Linguistics, and Literature Journal*, 1(1), 1–9.
- Frimpong, S. O. (2021). The role of teaching and learning materials and interaction as a tool to quality early childhood education in Agona East District of the Central Region of Ghana. *African Educational Research Journal*, 9(1), 168–178.
- Gyan, A. (2022). Challenges facing primary school pupils in learning English language as a foreign language in Asante Akim North Municipal, Ghana. Retrieved October 22, 2025, from <http://ir.uew.edu.gh>
- Kadau, I. (2022). Behaviourism theory in teaching and learning English as a second language in primary schools. *International Journal of English and Literature*, 3(3), 33–38.
- Kpornu, M. A. (2019). Factors influencing the performance in English language: A case study of selected senior high schools in the Ketu South District of Volta Region of Ghana. University of Education, Winneba.
- Manheim, J. B., & Rich, R. C. (1991). *Empirical political analysis: Research methods in political science*. Longman Publishing Group.
- Republic of Ghana. (2024). *Composite budget for 2024–2027: Programme based budget estimates for 2024*. Techiman Municipal Assembly.
- Sahin, M., Secer, S. Y. E., & Erisen, Y. (2016). Perception of 'English' and motivation in learning English. *Journal of Education and Training Studies*, 4(9), 43–60.
- Tosuncuoğlu, I. (2021). The factors affecting motivation in language learning. *Turkish Journal of Educational Research*, 2(1), 37–42.
- UCLES. (2021). *Education brief: Teacher professional development*. Cambridge Assessment International Education.