INFLUENCE OF TUTORS' INSTRUCTIONAL PRACTICES ON STUDENTS' ACADEMIC ACHIEVEMENT IN DISTANCE EDUCATION PROGRAMME IN THE UNIVERSITY OF CAPE COAST, GHANA

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DECLARATION

I declare that this research thesis is my original work and has not been presented in any other university/institution for certification. This thesis has been complemented by referenced works duly acknowledged. Where text, data, graphics, pictures or tables have been borrowed from other sources, including the internet, the sources are specifically accredited through referencing in accordance with anti-plagiarism regulations.

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DEDICATION

This thesis is dedicated to my wife Golda Mefful (Mrs.) and my sons: Jacob Edward Essilfie, Kwamena Debordes Essilfie, Augustine Nana Asante Essilfie and Gabriel Debordes Essilfie Junior, my late father (Jacob Edward Essilfie), late brother (Patrick Isaac Essilfie), my mother- Elizabeth Essilfie as well as my siblings; Patricia, Grace, Jacob and George.

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ABBREVIATIONS AND ACRONYMS

ACDE	Africa Council for Distance Education
ADEA	Association for Development of Education in Africa
ANOVA	Analysis of Variance
CDLCE	Centre for Distance Learning and Continuing Education
CHE	Council for Higher Education
CoDE	College of Distance Education
DE	Distance Education
DFID	Department for International Development
EFA	Education For All
ESP	Education Strategic Plan
GES	Ghana Education Service
GMR	Global Monitoring Report
GoG	Government of Ghana
MoE	Ministry of Education
MUSTER	Multi-Site Teacher Education Research
NMAP	National Mathematics Advisory Panel
NCTE	National Council for Tertiary Education
ODL	Open Distance Learning
OECD	Organization for Economic Cooperation and Development
PIRLS	Progress in International Reading Literacy Studies

PISA	Programme for International Students' Assessment
SADC	South Africa Development Community
SSA	Sub-Saharan Africa
TALIS	Teaching and Learning International Students' Survey
TIMSS	Trends in International Mathematics and Science Studies
UCC	University of Cape Coast
UNESCO	United Nations Educational Cultural Scientific Organization
UNISA	University of South Africa
WCET	WICHE Cooperative for Educational Technologies
WICHE	Western Interstate Commission for Higher Education

ABSTRACT

Distance education has become an important complement of providing access to quality tertiary education. It is used as a means to build capacity worldwide through the use of technologies, either print, electronic or combination of them. Despite its prominence, distance education delivery has problems that raise issues of quality. This study sought to: assess the extent to which tutors' direct teaching practices influence students' academic achievement; establish the extent to which tutors' class climate management influence students' academic achievement; assess tutors' motivational teaching practices' influence on students' academic achievement and assess the usefulness of the modules and its influence on students' academic achievement on the distance education programme of University of Cape Coast (UCC), Ghana. The study hinged on the constructivist theory and employed the embedded mixed-method design which is a strand of the quantitative and qualitative method that integrates into a single study. The study was conducted in 23 study centres of the College of Distance Education, UCC, Ghana. The target population for the study was 6,313 made up of 5,644 Diploma in Basic Education Students, 661 tutors, a Provost, 4 Heads of departments (HoDs) and 3 Regional coordinators. Proportionate stratified sampling and simple random sampling procedures were used to select Students and tutors. The Provost, 4 Heads of department, 3 Regional coordinators were selected by purposive sampling. A sample size of 373 students and 249 tutors were used for the study. A questionnaire was used to collect quantitative data from tutors and students while the interview schedule was used to gather qualitative data from the Provost, Heads of departments and Regional coordinators. Data were analysed using descriptive and inferential statistics. Results from Standard Multiple Regression Analysis revealed that tutors' direct teaching practices ($p=.000<0.05$, $R^2 = 47.5\%$), class climate management ($p=.000< 0.05$, $R^2 = 47.3\%$) and tutors' motivational practices ($p = .000<0.05$, $R^2 = 50.0\%$) were found as significant predictors, of students' academic performance in the Distance Education Programme in University of Cape Coast. Perceived model usefulness was also found as a significant predictor of students' academic performance at ($p =.000 < 0.05$, $R^2 = 21.5\%$). The implication is that means all these factors can predict improvement in students' academic achievement. Therefore, the study concluded that tutors' instructional practices significantly influenced students' academic achievement at the University of Cape Coast, Ghana. The study further revealed instructional challenges such as delays in module supply, poor students preparation before interaction; students' misbehaviour during instruction; lack of resources affecting tuition; and difficulty of making changes to facts and limited policy information. The study recommends that the Training and Development Section of the university should train tutors on instructional practices to sustain delivery skills to improve students' academic performance.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

The study examined the influence of tutors' instructional practices on students' academic achievement in the distance education programme at the University of Cape Coast, Ghana. The chapter focuses on the Background to the Study, Statement of the Problem, Purpose, Objectives of the Study, Research Questions, Significance, Limitations, Delimitations and Assumptions of the Study. The chapter also presents the Theoretical Conceptual Framework and Operational Definitions of Terms.

1.2 Background of the Study

Tutors are vital to the success of any school activity globally and play one of the critical roles in the delivery instruction both in conventional and distance learning programmes. The instructional activities or practice provided by tutors refer to interactions or activities that go on in the classroom in the teaching and learning process (Hattie, 2009). This instruction mainly focuses on the approved curriculum earmarked for a programme. Research on instructional practice and learners academic performance establish that instructional -activities are good predictors of students' academic outcome (Creemers & Kyriakides cited in European Union Report, 2015). The instructional activity provided by the tutor is considered to be the most critical factor influencing quality education and students' academic achievement (Bietenbeck, 2014). Adults desire for lifelong

education in higher education institutions have propelled the need to secure improved skills and quality of life (UNESCO, 2015). Distance education has, therefore, become an attractive alternative to learners who desire for higher learning outside campus education.

In the European Union, it has been established as a policy objective to ensure equity, inclusive quality education and lifelong learning for all (Schneller & Holmberg, 2014). In Sub-Saharan Africa, distance education has been used to improve accessibility and push for equity in education delivery in higher education (Larkai, Ankomah-Asare and Nsowah-Nuamah, 2016).

In the Ghanaian context, the Education Strategic Plan (ESP) for 2003-2015 by the Government of Ghana tasked the four pioneer public universities to deliver distance education to complement the traditional face-to-face education (Ossei-Anto, 2008). Distance education primarily was instituted to give access and improve the quality of lives of people by providing them with professional training, to upgrade them and enhance their capacity to perform at work. To deliver this mandate and ensure equity considering deficits in information technology infrastructure, the University of Cape Coast uses the print-based technology and a dual-mode distance education programme, especially at the diploma level. Tutors employed to facilitate to ensure that students do well on the programme. Students are supplied with learning materials which are independently studied at home before their bi-weekly meeting on franchised campuses for face-to-face interactions (Larkai et al., 2016). This critical intervention relies on graduate professional tutors employed on a part-time basis

as an institutional measure to help students perform well on the programme in order to prevent students' withdrawals (Tejeda-Delgado, Millan & Slate, 2011).

Distance education provision in Ghana is guided by the Education Act of 2015, which reconciled all previous provision. The Education Act of 2015 gave a legal basis for the organization of distance education at all levels where appropriate (NCTE, 2016). It allows institutions to provide avenues to open up access, train and build human capacity for the job market. Distance education is guided by higher education policy documents such as the Education Strategic Plan of 2010 - 2020; Equity Policy Document, Quality Assurance and Monetary Policy Instruments (MOE, 2013).

The management of distance education (DE) in the study locale is under the governance of a Board headed by the Provost of the College of Distance Education, Senior Members of with Professorial Rank in the College, the Executive Secretary of the National Council for Tertiary Education, the Director-General of the Ghana Education Service, the National Coordinator of Distance Education in the Ministry of Education, a representative of the Association of Ghana Industries, President of the Distance Students Association and the College Registrar.

This Board gives general guidelines to the operations of the College, propose future developments and programmes to the Academic Board, gives guide on the immediate and long-term academic and professional development of the workers and personnel; presents periodic reports for the Vice-Chancellor's attention. It

must be emphasized that institutions manage distance learning with their internal policies. There are therefore no uniform standards or policy guidelines to guide DE management in Ghana.

Policy on supervision of instruction in the University of Cape Coast, Ghana, is a tool to ensure quality assurance in professional teacher development.

The policy mandates the academic staff of the university to supervise distance learners teaching practice as part of their professional training or development exercise. Instructional practice forms a critical component of the teacher training continuum (Goethals & Howard cited in Owusu & Brown, 2010).

In the case of distance learners on 'on-campus' supervision is assigned to tutors who facilitate the programme within the various study centres.

The policy therefore requires that lecturers with professional teacher training background to supervise the student-teachers during their teaching off-campus teaching practice. It is also assigned to experienced officers with the Ghana education service (mentors) in the hinterlands, districts and regions due to their numbers and spread. On-campus teaching practice (microteaching) by the distance learners are supervised by tutors at the various study centres spread throughout the country because it is not possible for lecturers to undertake that task. Tutors that facilitate courses are supervised by lecturers aa well as academic staff in management positions in the University of Cape Coast

Research findings indicate that instructional practices are influenced by variables such as teacher beliefs, context, attitudes, and previous experience (Bartatsas & Malone 2005, Wilkens, 2008). These practices are classified into teacher-directed

and student-directed practices (National Mathematics Advisory Panel (NMAP) 2008). According to Hornsby and Osman (2014), teacher-centred learning results in information transmission whilst student-focused instruction helps students to develop deep thinking, become critical and innovative. In this. The study, tutors instructional practice (the predictor variable) refers to activities such as tutors direct teaching practice, the classroom climate management practice and motivational teaching strategies.

The tutors' direct teaching practice provides the direction for the learning goals and helps learners know how they will be assessed (Frederiksen & Collins cited in American Council in Education (ACE, 2017). Direct teaching refers to the day to day class interaction the teacher deals with as discussions go on between the teacher and students over the curriculum content. In this context, direct teaching includes activities such as planning of the lesson, lessons delivery, promoting class interaction, stimulating high order skills and assessing students' learning in a distance learning environment to enhance students' academic achievement.

Lesson planning is an essential part of tutor preparation worldwide, and when well done, it helps one communicate instructional activities clearly (Muijs & Reynolds, 2010) for learners gain insight. To succeed, tutors must plan their facilitation outline to guide the content delivery as it guides what an instructor does in the interaction process (Borich cited in Cicek & Tok, 2014).

Lesson delivery is another important direct teaching activity undertaken by tutors to impact students learning. Lesson delivery must be interactive and learner-centred for students to own or construct their knowledge. Interaction as well must

be targeted towards developing students. An excellent lesson delivery involves clear communication of facts, orderly presentation, well-paced delivery, use of illustrations and the use of appropriate skills. Direct teaching also entails developing high order thinking through critiquing, providing opportunity, giving a challenging task, concluding lessons and ensuring closure to the lesson. As part of the lesson delivery facilitators need to continuously assess students through questioning, reviews, critiquing responses as lessons unfold. Tutors on the distance education programme of the University of Cape Coast are limited to the use of formative assessment while the summative assessment is done by university management.

Managing the classroom climate is essential to effective instructional practice and how much students achieve academically. It describes the existing conditions that prevail in classrooms as the interaction takes place. Classroom climate in this study includes activities such as setting the high expectation, stimulating engaging interaction and managing space and time to enhance classroom learning and students' academic performance on the university's distance education programme in Ghana.

Thapa, Cohen, Higgins-D'Alessandro & Gulfy (2012) in a review of school climate studies at the United States Department of Education, focused on dimensions such as safety, relationship, teaching and learning, institutional environment and school improvement. Though there was no consensus on which ones were essential, the study established that such empirical reviews help in understanding the school climate. Tutors, however, need a serene classroom

environment to promote keen class interaction. Where the environment is disruptive due to students' talk, non-academic engagements in class, use of technological gadgets to connect home, workplace, bosses, social networks as is common with the distance learners this negatively affect learning and performance (Hernandez & Fister, cited in Douglas, Moyes & Douglas, 2016).

Motivational teaching is an instructional practice type that whips up learners' level of energy and enthusiasm to engage in the learning process (Dornyei cited in Moskovsky, Alrabai, Paolini & Ratcheva, 2013). Tutors must have the ability to motivate students to improve their performance through their instructional practice. The current study considered indicators of motivational teachings, such as ensuring content relevance, providing strong models of learning, persuading student learning and using engaging teaching methods. Motivation teaching strategies gives direction and creates the need for students to persist until they are certified as having completed a programme (Crotty, 2013).

This is quite important for the distance learners who perform several personal and professional roles as parents, spouse, caregivers, community leaders and need such motivational teaching strategies to encourage them to remain on the programme (Cohen & Greenberg, 2011) and accomplish their academic goals as envisaged.

Students' academic achievement is critical in any school situation. It is the extent to which students make gains in their educational pursuit. Tutors role in students' academic gains is not in question. Studies done over a period confirm that tutors make a significant impact on how much students achieve in their academic life

(Chetty, Friedman, & Rockoff, 2014). Students' academic achievement have general indicators that measure the intellectual capacity of learners in the form of grade point average (GPA) and standardized assessment (Steinmayr, Meibner, Weidinger, & Wirthwein, 2017). Tutors' influence this achievement through what they do in class as they engage with students in interactions over the curriculum (Duncan, Johnson and the United States Department of Education cited in Blazar, 2016). This study focused on students' academic achievement in terms of test score culminating in cumulative grade point average. The tutor' role and the influence they have over how well students perform in educational are alluded to by various stakeholders (Bill Gates Foundation, 2009; Darling-Hammond, Ellet & Teddlie, Gallagher; Gusky; Kane, Taylor, Tyler and Wooten as cited in Hoge, 2016). Tutors perform this role by clarifying issues in the modules that contain the curriculum.

The use of print material is a feature in many countries that adopt distance education to complement conventional education. According to Jayaram & Dorababu (2015), many distance education systems that are successful achieve that feat because of their reliance on the use of print material. This provides a common content source which addresses and guides students' learning needs for their success. The modules tend to be the pivot on which dialogue on content and pedagogy takes place in the University of Cape Coast (UCC) Distance Education programme. It is the primary material which sustains the programme and on which students are assessed. With such distance education programmes, the quality of the module content, the depth, layout, skills provided are critical in

equipping the students for higher education programmes (Idruss, 2006). A survey of post-graduate learners in the Open University of Malaysia points to suitable quality modules as one of the most important factors that account for learner success on distance learning programmes (Abdol Latif et al. 2015, cited in Zabidi, Woo, Kumar, Fadzil, Hidayatul and Husain, 2017). The use of these modules needs to satisfy distance learners in terms of their investment and how it helps them to achieve their academic goals. According to Nyerere, (2016), where a distance programme makes use of learning materials that are not suitable for the distance students' purpose, it goes to affect its quality. Unlike a Malaysian study that focused on the module used in an ODL institution, this study focused on the module used in a dual-mode distance learning institution at the diploma level in the University of Cape Coast, Ghana.

A global perspective on instructional practices in the classroom indicates that countries differ in terms of the beliefs and practices of teaching. Where tutors believe in the learning capabilities of their students, they make use of the learner-centred approach to make a great impact on students' learning (Caprara, Barbarannelli, Steca and Malone cited in Isac, da Costa, Calvo, Albergaria-Almeida, 2015).

In a Sub-Saharan Africa (SSA), studies on teacher education reforms have focused on the teacher-centred curriculum to improve instructional practice (Akyeampong, 2017). The reforms seek to shift the emphasis on teacher-centred practice to learner-centred classroom practice which leads to improved teaching and learning.

In Kenya, a study by Makewa & Metto (2014) in learner-centred teaching in Kenya affirmed that teacher-centred teaching methods are what prevails in Kenyan Public Primary Schools

In Ghana and at the study locale, distance education delivery at the tertiary level is mainly reliant on the dual-mode and leans heavily on the print media and face-to-face interaction (Agyei, 2013; Owusu-Mensah, Anyan and Denkyi 2016). A study finding in Ghana established that learner-centred instruction practice was non-prevalent in Ghanaian schools (Adu-Yeboah, Kwaah, Abreh and Amuah, 2014). This means that the expected facilitation by the tutors based on the learner-centred instruction may not be realized and this is likely to influence academic achievement adversely. Enhanced academic achievement would boost government's effort at accelerating teacher training as spelt out in the Education Strategic Plan of 2003-2015to help train both the professional and untrained teachers in the Basic School System (Opong-Mensa, 2009). Teachers' instructional practice significantly affect how much students achieve academically. A study by Akuamoah-Boateng & Kankam-Buadu (2013) at the study locale on trends of attrition indicated that all was not well with the system. Academic statistics observed pointed to about half of the diploma grandaunts obtaining a pass with a cumulative grade point average of between 1.0 - 1.9 consistently for three years. Statistics on students' academic records of the Diploma in Basic Education (DBE) is in Table 1.0.

Table 1.0: Statistics of DBE Graduands at CoDE

YEAR	1st Class (3.6-4.0)	2nd ClassUpper (3.0-3.5)	2nd Class Lower (2.5-2.9)	3rd Class (2.0-2.4)	Pass (1.0-1.9)
2014	0.4% (4)	2.85% (37)	11.5% (149)	34.5% (447)	50.9% (660)
2015	0.3% (9)	4.2% (141)	12.2% (413)	24.3% (820)	59.1% (1998)
2016	0.4% (13)	5.6% (184)	16.2% (534)	28.8% (950)	49.0% (1616)

Source: Student Records Management Unit, (CoDE), University of Cape Coast, (2017).

As the leading university enrolling about 47% of the distance education students in Ghana from 2008/2009 to 2014/2015 (**Larkai, Ankomah-Asare and Nsowah-Nuamah, 2016)** at the undergraduate level, this trend of results was pose a challenge. The University of Cape Coast distance education programme has four categories of grading; a 1st Class, 2nd Class Upper, 2nd Class Lower, 3rd Class and a Pass. Majority of granduands at the diploma level are attaining a pass at the end of their programme of study and this has implication for quality that needs to be looked at and remedied. The Education Sector Programme of 2003-2015, which tasked the university to help reduce the new teacher strength from 21.2% - 12.8% (Opong-Mensah, 2009). With this trend, the target was most likely to be missed. This called for the need to examine the classroom instructional activities and to establish whether it had a role to play in the academic performance of the students.

1.3 Statement of the Problem

Studies worldwide and in Sub-Saharan Africa show that tutors instructional activities when effectively carried out improve students' learning outcomes. When the instructional practices are learner-centred, they stimulate keen interaction and create opportunities for students to construct their knowledge while learning. Such engagements help students to gain insight and do well on test scores with good grades. Considering the statistics on students trend of results in the University of Cape Coast, Ghana, majority of students are seemingly not doing well with about 50% graduating with a pass irrespective of the critical support of tutor facilitation put in to assist the distance learners.

However, students' low academic performance is attributed to many factors, among which is the tutors' instructional practice. Again, there is limited literature on the extent to which tutors instructional practice affect students' academic performance on distance learning. The study therefore sought to find out whether the tutors' instructional practice explains the weak trend of students' academic achievement in the study locale. This may lead to interventions to enhance instructional practice and students' academic achievement in the distance education programme.

1.4 The Purpose of the Study

The purpose of the study was to find out the degree of influence of tutors' instructional practices on students' academic achievement on the distance learning programme at the University of Cape Coast, Ghana. This was to informing policy

on the distance education programme so that interventions can be put up to boost higher academic achievement on distance learning programmes in Ghana.

1.5 Objectives of the Study

The objectives of the study were to:

1. Assess the extent to which tutors' direct teaching practices influence students' academic achievement on the distance education programme of the University of Cape Coast, Ghana.
2. Establish the extent to which tutors' class climate management practice influence students' academic achievement on the distance education programme of the University of Cape Coast, Ghana.
3. Assess the influence of tutors' motivational teaching practices on students' academic achievement on the distance education programme of the University of Cape Coast, Ghana.
4. To assess the influence of the modules on students' academic achievement on the distance education programme of the University of Cape Coast, Ghana.
5. To find out the challenges, tutors face on the distance education programme at the University of Cape Coast in Ghana.

1.6. Research Hypotheses:

The following research hypotheses were formulated and tested:

Ho_1: Tutors' direct teaching has no statistically significant influence on students' academic achievement on the distance education programme in University of Cape Coast, Ghana.

Ho_2: Tutors' class climate management has no statistically significant influence on students' academic achievement on a distance education programme in University of Cape Coast, Ghana.

Ho_3: Tutors' motivational teaching has no statistically significant influence on students' academic achievement on the distance education programme in University of Cape Coast, Ghana.

Ho_4: Perceived Module usefulness has no statistically significant influence on students' academic achievement on the distance education programme in University of Cape Coast, Ghana.

1.7 Research Question

1. What instructional practice challenges are encountered by tutors on the distance education programme of University of Cape Coast, Ghana.

1.8 Significance of the Study

The study findings may be relevant to inform policy on instructional practices on the distance education programme at the University of Cape Coast, Ghana. This may help the management of the College of Distance Education (CoDE) to

consider adopting policy measures that tend to equip tutors with learner-centred pedagogy affirmed by research as having a positive impact on students' learning and performance.

The study may secondly be of importance to the National Council for Tertiary Education (NCTE) that regulates tertiary education in Ghana. It may inform it of the status of the distance education programme at the University of Cape Coast. This may also guide them in policy decision as they push for a uniform practice countrywide and streamline practices with universities in training teachers for the country.

Tutors may find the study findings relevant to their instructional practice to improve their pedagogical content knowledge and skills.

Challenges identified in the study may bring to the limelight areas needing attention so that management puts in measures to improve the system to enhance facilitation and students' academic performance.

In addition, the study may be very relevant in filling a gap in the literature by providing information on tutors' instructional practice in a distance education environment using the traditional face-to-face classroom interaction in print based distance education programme. Researchers in teacher education and training institutions may find it relevant because most studies carried out relate to instructional practices in regular, conventional schools at the pre-tertiary levels while this is in a distance learning setting. The gap in practice would be worth examining to make the most impact on learners at the university level using the distance education mode.

Further, the findings may be relevant to the university and management of the College as it would impact on the delivery mode to depart from teacher-centred practice to a learner-centred approach. Again tutors may benefit from changes made by the university resulting from the adoption of the study findings to improve teacher practice.

Additionally, study findings would inform CoDE management of the need to build the capacity of course tutors in terms of their pedagogical competencies to make them facilitate effectively to help achieve the Universities vision and mission as well as that of the Ghana Education Service in training teachers to teach at the Basic schools. It would enhance students learning and academic performance to help them teach well in their various schools.

Finally, Management Training Institutions may find it relevant to fashion out development packages explicitly tailored towards meeting the unique needs of the part-time tutors facilitating programmes of relevant institutions pursuing similar programmes in other educational fields.

1.9. Limitations and Delimitation of the Study

1.9.1 Limitations

The data collection period was overstretched, and this affected the work plan. This was so because approval and authorization letter for some unexplained reasons delayed for a month. The administration and collection of the questionnaire, therefore, was affected by the way the face-to-face session had been structured. There was, therefore, the need to extend the visits for data

collection. Again, some personalities to be interviewed could not stick to the agreed schedules. Securing the secondary data (students result) delayed because respondents results had not been released. There was the need to wait until students results were published before access could be given.

The spread of the study centres in the three zones mapped up for distance education in Ghana had cost implications in terms of data collection. The researcher, therefore, had to visit the research study centre's several times to collect information. There was the need to readjust the schedule and make alternative arrangements for a prolonged stay within the zones to work towards completing the tasks in order not to lose data. Some tutors showed respondents fatigue. Some of them failed to respond to open-ended questions after ticking in the closed-ended ones. The respondents were notified of the relevance of the research to their work as tutors and students' academic improvement to elicit their desire to respond to the items. Finally, another challenge to the study was posted by difficulty in retrieving the needed data due to tight time guideline of respondents. This was unique to the tutors. The researcher persistently followed up until a reasonable number were retrieved.

1.9.2 Delimitations

1. Students' academic achievement was delimited to cumulative grade point average that students gain as they interact with the curriculum and are assessed through quizzes and end of semester examinations across the three-year period until they graduate.

2. The research sought the views of the Provost of the college, the heads of departments, regional coordinators and selected tutors and students engaged on the programme. Generalizing the findings of the study would have to be done with care for centres outside the study centres except for centres and institutions on distance programmes that have comparable structures.
3. The tutors' instructional practices were delimited to tutors' classroom practices in the face-to-face session with distance learners.
4. Finally, the study was delimited to students' test scores and grade point average that earn them their classes (an indicator of the quality of academic achievement), which is linked to school-related factors. The study, therefore, is not related to out of school factors, as the educational policy has no control over them.

1.10. Assumptions of the Study

The study assumptions were that:

1. Respondents were objective and provided accurate information on instructional practices items.
2. Instructional practices affect students' academic achievement.
3. Instructional practices in all study centres are the same or similar.
4. Instructional practice challenges cut across study centres.

1.11. Theoretical Framework and Conceptual Framework

1.11.1 Theoretical Framework

The Constructivist learning theory by Vygotsky (1978) informed the study. The theory explains that learners have their own way of thinking and so need to construct knowledge as individuals and as a group using the concepts and skills they have. This helps them to solve problems they encounter in the environment. It also posits that learners need to be treated as individuals who have ideas, skills and should be given the opportunity to practice. Again it suggests that learners sense of any new knowledge come to them based on their own understanding and active involvement in lessons as well as the linkage of the new information to the existing knowledge (Jones and Araje cited in Dagar and Yadav, 2016).

The constructivist perceive students as active participants in the process of acquiring knowledge. Constructivist tutors allow students to question their responses and thought patterns to enrich their knowledge. Tutors with this belief emphasize lesson facilitation, negotiate to learn goals and objectives with students, help students find solutions to problems, allow students to practice, seek and appreciate students' point of view, solve problems and help students develop their critical thoughts. According to Mvududu and Thiel-Burgess (2012), the constructivist theory posits that the teacher's priority is the students' knowledge and then the opportunity to practice. From the constructivist viewpoint, constructing knowledge is based on students' previous or current knowledge and the view that learning is not a passive activity (Hoover as cited in Amineh and AsI, 2015).

Aligning this to the variables of tutors' instructional practice, the constructivist teacher must have a plan that outlines clear lesson objectives to connect what students need to achieve. This means that in the delivery process, the tutor needs to build classroom interaction based on the students' knowledge, allow them to engage, deliberate over content, question their responses to deepen their insight as well as build a cooperative learning atmosphere (Brown, Rogoff as cited in Amineh and AsI, 2015). When this is well done, students gain insight, develop confidence in themselves and do well on test scores to build their grade point average.

Effective teaching practice takes place in classrooms, and this becomes possible when classrooms are well managed as lessons go on (Jones and Jones, 2012). This calls for nurturing a serene class atmosphere, developing relationships and communication based on respect to enhancing students' learning and academic performance. This implies that students take ownership of their learning, develop deep thinking, have better insight and develop the ability to transfer what is learned across disciplines. This results in improved students' academic achievement. Tutors' delivery competencies enhance students' academic achievement to influence the quality of their engagement, learning and test performance.

Tutors' motivational teaching practices nurture students own motivation levels in order to encourage them to sustain their desire to learn. The motivational teaching practice, therefore, encourage or discourage the energies adult learners put into their learning to persist and to do well. As adults learners, they work, care for

homes, care for children as well as hold other responsibilities outside their learning task. The motivational teaching strategy is, therefore, necessary to fuel their energy to continue learning outside the classroom where many factors compete for their learning time. According to Urhahne, (2015) and Loima and Vibulphol, (2014), tutors can enrich or undermine the level of motivation in students' by the way they teach to influence students' academic performance.

Constructivism has a link to tutor recruitment, which has an influence on students' academic achievement. Tutors' facilitation is a way of constructing knowledge and mentoring students in institutions (Tomlinson, Malderez and Hobson, 2010). Institutions must, therefore, recruit professionally trained tutors and manage them to appreciate the need for student-centred pedagogy in facilitating distance learners in UCC. This is necessary for ensuring effective tutor performance.

There is a link between constructivism and module usage on the distance learning programme. Constructivist highlight that knowledge is constructed when it makes meaning and has relevance to once experience (Merriam, Caffaralla & Baumgartner cited in Langshaw, 2012). Modules used on learning programme, therefore, have these characteristics. The module content should, therefore, be based on problem-solving, where students can construct their own knowledge to enhance their academic achievement. The module content should, therefore, be based on problem-solving, where students can construct their knowledge to enhance their academic achievement. This is in line with the module structure in the UCC, which is interactive and has Self-Assessment questions to guide students learning.

Despite the strengths of the theory, there are recognizable weaknesses found in its application to students' learning. The development of constructivist skills needs long-term of professional development, and this is expensive in terms of cost and disruption to students' learning activities. This might pose a challenge considering the number of tutors involved, the spread, and the period available to them to work on weekends as part-time tutors. Again, as students' background knowledge varies, it becomes a challenge for teachers to structure lessons to fit the curriculum for each student. Finally, the constructivist curriculum rejects standardized testing, which is incidentally the main thrust by which students' mastery of the curriculum content is assessed at CoDE in University of Cape Coast, Ghana. To overcome the weaknesses of the constructivism, training schedules that take long periods in terms of working hours can be incorporated into the general calendar of institutional activities to equip facilitators with skills throughout the academic year. Tutors need to cater for the constructivist classroom bearing in mind the differences in students' background experience. This allows each student to be catered for in class when their contributions are carefully considered in interactions. The theory can be more integrative when the teaching approach is geared towards assigning group activities, project work, experiments, and organising social interactions where ideas need to be generated and coordinated to solve problems. Thus teaching based on the constructivist and direct transmission approach has to be adopted depending on the discipline to be learned and the activities involved A guiding framework is shown in figure 1.11.2

1.11.2 Conceptual Framework

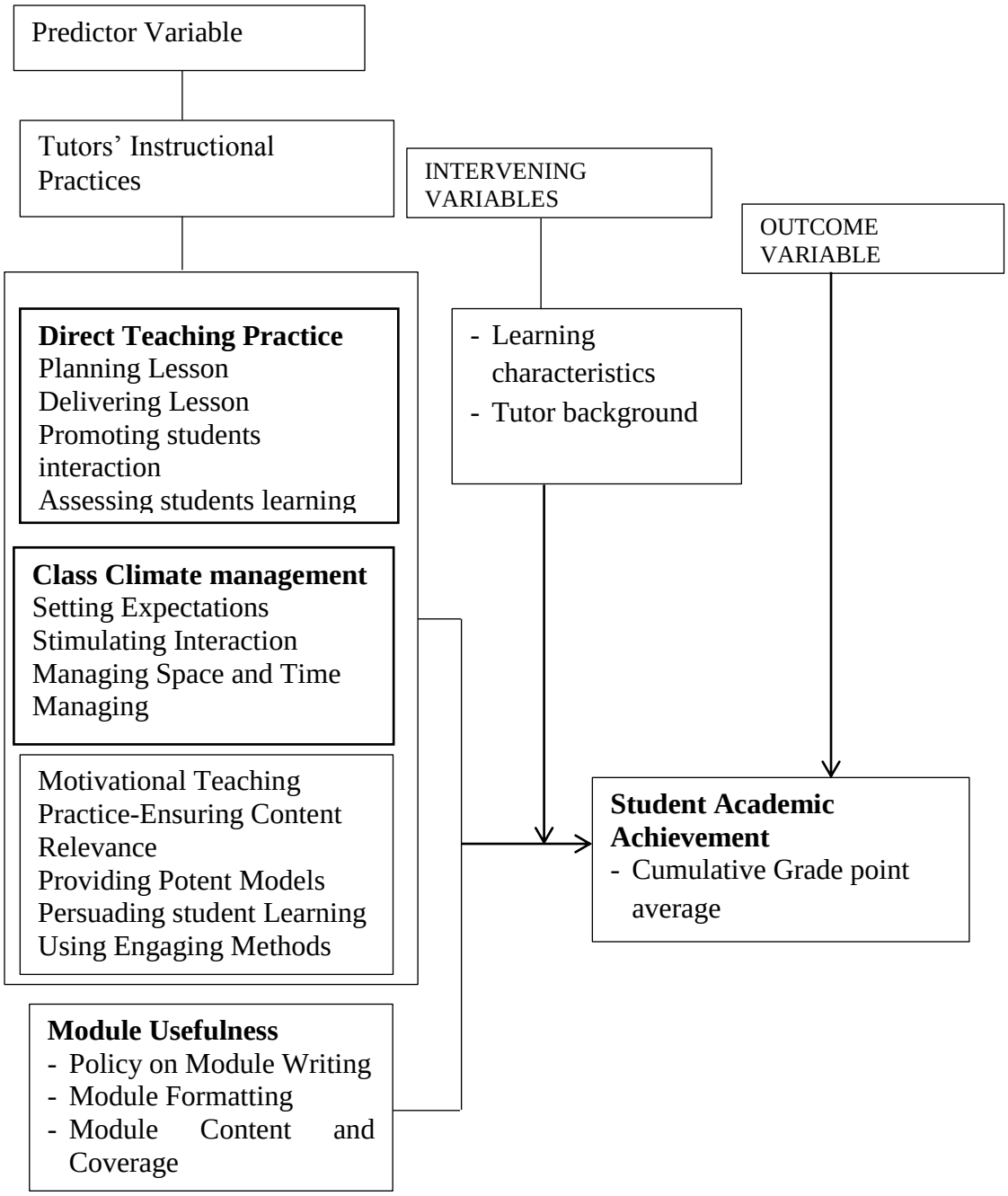

Figure 1.1: Conceptual Framework of Tutors' Instructional Practice and Students' Academic Achievement.
Source: Researcher, 2017

The conceptual framework shows the connection between the predictor variables and the outcome variable. As shown in figure 1.1, the predictor variable is tutors'

instructional practices and module appropriateness. The outcome variable is the students' academic achievement. The tutors' instructional practice is unpacked to include direct teaching practice, the class climate management and the tutors' motivational teaching practices. These practices are required for effective learning interaction in the class environment for the student to be able to perform. The dependent variable is the students' academic achievement indicated by the cumulative grade point average.

The tutors direct teaching practices include planning the lesson, delivering lessons, promoting student interaction, stimulating high order skills and assessing students' learning. These are critical in a distance education programme where face-to-face instruction is employed as a support service to assist students in learning in an environment where the print material is the most important technology used. These practices lead to increased students' learning, the build-up of students' confidence and improve performance measured in test score and build-up of grade point average. From the constructivist perspective, there is a need for tutors to encourage students to construct their own knowledge based on their understanding to be able to solve problems in class as they engage in in-class interaction. By implication, this is the facilitative role of tutors as they engage students in teaching and learning without the use of information communication technology. It also means that the teaching practice should give students the opportunity to practice in the class engagement to reinforce and rekindle their self-confidence and belief in their capabilities.

A serene class environment that must exist for teaching and learning to take place. For such a setting, the class must be well managed. Class management activities considered in the study were setting the high expectation, ensuring a stimulating interaction, efficient management of space and time, as indicated in the conceptual framework. When these activities are well executed, students gain much from class interaction and do well in their academic work.

Further, the nature of the adult learner as a worker, housekeeper and a student, require that the tutors adopt motivational teaching style to whip up interest to sustain their interest, confidence and the will to persevere in learning. Motivational teaching practice considered focused on activities such as providing potent models, content relevance, persuading student learning and using engaging teaching methods to drive students' learning.

The quality of the instructional practice and interactions depend on the nature of the module, content structure, depth of coverage, relevance to programme goals and how well tutors facilitate content to help students achieve at their best. Where the module is clear, simple to read and have symbols that explain what tutors and students are supposed to know and do as with the interactive content in the UCC modules, it makes room for easy usage.

There are also intervening variables that have been identified. The intervening variables are those variables that also affect the students' academic achievement but would not be the focus of the study. These variables are the learner characteristics, teacher characteristics and teacher motivation. The study focused on the tutors' instructional practice on students' academic achievement.

1.12. Operational Definition of Key Terms

This section explains terms used in the write up that may not carry the same meaning as might ordinarily be understood in the general sense and use of the word or phrase. The term makes meaning in the context in which it is used.

Basic School: This refers to the Kindergarten, Primary 1 to 6 and Junior High School 1 to 3 levels of education before entry into Senior Secondary School in Ghana.

Class Climate Management: Refers to activities that teachers undertake to ensure that that the classroom environment is conducive for teaching and learning to take place. It includes setting expectations, stimulating class interactions and the use of space and time to ensure effective learning.

Direct teaching Practice: Refers to facilitation activities that tutors undertake such as lesson planning, delivery, encouraging student interaction, stimulating low to high order skills and assessing students' learning.

Distance Education: Distance education in the Ghanaian context refers to a learning situation in which the university engage students on a prescribed course programme using face-to-face interaction on a bi-weekly basis and print

media, which students would have to learn at home independently.

Influence The word as used in the title means the independent variable predicts the dependent variable at an alpha of 0.05.

Instructional Practices: Refers to the face-to-face classroom activities that go on in an educational setting between teachers and students' over curriculum content. It includes direct teaching practices, class management practices and motivational teaching practices that influence performance on the programme.

Module This refers to the print material that has the programme content for the various subject disciplines and is the subject of dialogue during tutors-student interaction.

Motivational Teaching Practices: These are teaching practices that seek to generate interest and the desire in students' to continue to learn. It acknowledges the different levels of interest, readiness and capability students' bring to class as they interact over the curriculum content.

Student Academic Achievement: In this study, it refers to the cumulative grade point average secured by students within the specified programme period as students take quizzes and end-of-semester examination, which lead to their completion and certification.

Study Centre: This refers to the various host institutions hired for use as well as those owned by the university that is used for lesson facilitation in the various regions and districts of Ghana.

Support Service: This refers to the tutor support offered in the form of the human voice that complements the interactive print material called the module made available to the students on the distance learning in university of Cape Coast, Ghana. This is a critical service, which acts as a pillar for students to stay on the programme.

Tutor: This refers to the facilitators on the University of Cape Coast Distance Education programme employed on a part-time basis to interact with students at the face-to-face sessions using the modules supplied by the university in the various study centres spread throughout the country.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The chapter presents a review of related literature guided by themes raised in the research objectives. The areas of focus reviewed includes the concept of distance education, student achievement, direct instructional practices, the classroom management practice, motivational teaching methods, instructional practices challenges identified, recruitment practices and module usage influence on students' academic achievement. Concluding, this chapter presents the summary of literature reviewed and highlight gaps identified.

2.2 Concept of Distance Education

Distance education according to Svedberg (2010), was introduced into the United States and Europe in the middle of the 19th Century when people desired to educate themselves outside the conventional mode of education. The European Union (EU) as a policy issue had the interest to widen participation in higher education to encourage adult learning for equity, poverty alleviation and building a knowledge based economy to sustain development (European Commission, 2013). Distance education is a generic term given to various modes of education in which teachers and students are set apart in space and time. Tools like the internet, online facilities , print materials, audio and videos tapes may be used to deliver such an education to bridge the gap between the teachers and the students.

In Ghana the high demand for tertiary education called for the need to adopt distance education as an intervention to complement access to higher education to meet the growing demand. Interventions such as information communication and technology; part-time, sandwich as well as distance education programme are used to enhance access (Larkai, Ankomah-Asare, Nsowah-Nuamah, 2016). The mission of distance education in Ghana has been to ensure accessibility, equity in educational provision and for improved quality of life. Distance education in Ghana started initially as correspondence education (Ossei-Anto, 2008).

Between 1991 and 1994 the government of Ghana mandated four public universities to offer distance education to complement conventional face-to-face education in order to expand the base of education and increase access to nullify the problem of resource constraints (Ossei-Anto, 2008; Effah cited in Larkai, et al. 2016). As a result, four public universities namely, University of Education Winneba (UEW), University of Cape Coast (UCC), University of Ghana (UG) and Kwame Nkrumah University of Science and Technology were tasked to provide open and distance education in Ghana. The nature of distance education in Ghana is traditional, place-bound, product-oriented and determines the place, time and pace of interaction. It uses mainly print mode and technology where feasible bearing in mind students' convenience (Simpson, 2016). The framework or policy within which distance education functions in Ghana is non-existent. There are no national standards and norms for distance education delivery (Larkai, et al. 2016) despite government's instituting distance education delivery in Ghana.

2.3. Students' Academic Achievement

Students' academic achievement indicates the degree to which students, teachers and educational institutions are able to accomplish their short or long-term goals. It indicates performance outcome that describes the degree to which learners are able to achieve specific goals in educational establishments. The concept depends on indicators that need to be measured such as grades and test scores (Steinmayr, Meibner, Weidinger & Wirthwein, 2017). Educational institutions measure the quality of their student by how well they achieve success in academic and non-academic programmes. According to the **National Centre** for Education Statistics (NCES, 2016), in assessing students at the undergraduate level, many studies focus on academic achievement using the grade point average (GPA) as the measure (**National Centre** for Education Statistics (NCES) cited in Altman & Wilson, 2017). Quality education increases students opportunity to improve their academic fortunes however research evidence suggest that the students' role in learning is critical to their success (Nicholas & Sutton; Tella cited in Mpale & Mhlauli, 2014). This means that students on the distance learning programme need to fashion out their own learning plan, align to study guides and materials to be able to meet their set expectation. According to Kimani, Kara **and** Njagi (2013), quality education is tied to intellectual achievement of students and recognises students' role in enhancing their academic success. However, the interaction between tutors and students benefits the students by impacting on their academic improvement (Hoffman cited in Altman & Wilson, 2017). In this study

the influence of tutors instructional practice on students' academic achievement in a distance education environment would be considered in the context of Ghana

2.4 Influence of direct teaching practice on students' academic achievement

Classroom practice is central to the teachers' work and this is seen in activities that take place during lessons. Research on teacher practice reveals that there is a connection between quality teacher practice and students' classroom learning (Seidel & Shavelson, 2007; OECD, 2010). Teacher practice is noted to outweigh other variables such as students' intellectual ability, previous knowledge, family background and the school environment (OECD, 2012). The tutors' teaching practice is nurtured in constructivist teaching settings where learning as a process takes place in people's minds as interactions evolve in the classroom. In the context of the distance learners the constructivist practise could be nurtured through the instructional process as tutors guide students in their peer teaching practice prior to their 'out of campus' teaching practice session, which is the professional component of the programme of the University of Cape Coast Distance Education programme. This is much more rooted in western cultures (Duguid cited in OECD, 2012).

This study however focused on tutors direct teaching as it takes place in an African context and specifically University of Cape Coast, Ghana. Tutors direct teaching practice or facilitation includes, planning for lesson, delivering lessons, promoting students' class interaction, stimulating higher order skills and assessing students' learning. Lesson planning involves making an outline or written account of the learning activities the teacher intends to undertake during a lesson's

duration. In higher education, though lesson plans remain very useful to lesson delivery, tutors lesson plan outlines are not vetted as it is done at the pre-tertiary level. The implication is that where tutors do not thoroughly plan their lessons to guide the interactions, the quality of delivery and desired impact on content knowledge to influence performance. The planned activity gives direction to the form and context in terms of content coverage, questions and other forms of interaction within the instructional period. Lesson plan may be prepared daily, weekly or modified to carter for special need situation. It may also assume the form of yearly plans as in the United States of America (Borich; Farrell; Bailey as cited in Cicek and Tok, 2014).

Cicek and Tok's (2014) study on lesson planning established the similarities and differences in the lesson plans of United States of America (USA) and Turkey in terms of their function and effect on teaching and learning. In the study, a qualitative design and a document analysis were used. The study established that in the US and Turkey, lesson plan was prepared at the beginning of the year and submitted to the management as the school year begins. Such lesson plans included units, topics, and coverage with dates. The lesson plan was usually very flexible to accommodate regional differences and pacing during teaching. It stressed that in Turkey, the Ministry of Education puts lesson plans online whilst teachers used teaching guide to support their practice. Unlike the US and Turkey study, this study used the quantitative and qualitative design to examine the influence of tutors direct teaching practice on students' academic achievement at the tertiary level of education offered by distance.

Teaching or facilitation involves engaging students in learning activities other than presenting information to them (Christensen, Garvin & Street in Hyun, Ediger & Lee, 2017). The engaging practice unlike a lecture includes students occupied in discussions, critiquing responses, complementing feedback which develop their high order thinking (Prince & Fielder, 2007). When tutors lack the skill and techniques to enhance students engagement, they are do not make the desired impact on students' performance. According Adunola (as cited in Ganyaupfu, 2014), students perform poorly when inappropriate pedagogy is employed to facilitate instruction to nurture higher order thinking and improve learning. The study investigated the effectiveness of different teaching methods on students' academic performance in South Africa using experimental studies. It found that performance of students differed greatly amongst three teaching methods. The study revealed that both teacher-centred and student-centred teaching practices were most effective and produced high student learning. In the current study, teacher facilitation and the influence it makes on students' academic performance was what was considered in the Ghanaian context.

Students' interaction creates a classroom emotional climate that encourages bonding, competence as well as autonomy (Connell & Wellborn as cited Reyes, Brackett, Rivers, White and Salovey, 2012). The classroom is the centre of class interaction as students dialogue on the subject matter content (Global Monitoring Report, 2005). A Western Australian study by Angus, McDonald, Ormond, Rybarczyk, Taylor and Winterton (2009), which traced 1,300 students found that about 40 percent of them were disengaged in class and therefore idle. This was

because they were not inspired enough or absent-minded (cited in Goss & Sonnemann, 2017)). Sullivan, Johnson, Owens and Conway (2014), in a South Australian study, reported that students that are disengaged in class exhibit different behaviours such as lateness, irregular attendance and talk without being called to do so disrupt learning. This is reinforced by 60 percent of teachers reporting that disruptive behaviours are common in schools in poor social backgrounds though there is limited information as to the curriculum, home conditions and poor teaching (Goss, Hunter, Romanes and Parsonage, 2015). This proposed study unlike those reviewed was carried out in a developing country and in a university environment to examine the influence of class engagement on students' academic achievement.

Shaari, Jamil and Razak (2012), in a qualitative study conducted in Malaysia investigated the productive pedagogical practices among geography teachers in selected secondary schools in Malaysia on four dimensions: intellectual quality, connectedness, supportive classroom environment and recognition of differences. The study found that teachers performed poorly on the four dimensions of productive pedagogy. There were very reduced intellectual quality, connectedness, supportive classroom environment and recognition of difference activities in the classroom. Angus, McDonald, Ormond, Rybarezyk, Taylor and Winterton (2009), in a West Australian study that investigated the relationship between classroom interaction and academic performance established that students who do not often engage themselves in class interaction, do not do well just as average and disruptive students. These studies reviewed are however silent

on tutors' use of teaching activity to promote students' interaction to enhance learning which this current study will seek to address.

In a survey of the Association of American Colleges and Universities (AA&U 2008), 70 percent of employers preferred colleges that trained students in critical thinking and analytical reasoning (cited in Stassen, Herrington & Henderson, 2011). This is the expected outcome of classroom interaction in higher education. In a Cameroonian study by Nalova & Shalanyuy (2017), on teaching practices that develop critical thinking, three approaches were used to establish their effect on critical thinking development. The effect of teaching method, teaching learning material and the assessment procedures were examined for their effect on high order thinking. The study used a questionnaire and observation as data collection tools to sample 320 students and Pearson Product Moment Correlation in its analysis. It established that teaching strategy to a small extent influence development of critical thinking in secondary school students in the North West region of Cameroon. It further established that assessment procedure and teaching methods do not develop critical or high order thinking. Learning strategies such as previewing, questioning, reading, reflecting, reciting and reviewing (PQ4R) and thinking, pairing and sharing (TPS) are effective in developing students' critical mind (Setiawati & Corebima, 2017). Research highlights the use of open-ended questions as relevant for developing high order thinking skills than conventional multiple-choice questions. This is strengthened by research evidence that open-ended items measure critical thinking better than multiple choice measures in the assessment process because they are sensitive to variety of responses that are in

tune with higher-order thinking and make use of both the mixed formats of assessment (Ku, 2009). Research evidence reports that in Tanzania 87% of the teachers' use written and oral assessment to examine students' academic achievement. Few teachers (a third) use formative assessment to ascertain students' mastery of instructional content, align teaching to students' needs and to prepare for teaching ahead (Brombacher, Nordstrum, Cummiskey, and Kings, 2014). A Malaysian study by Charanjit, Othman, Napisah, Rafiah and Kurotol (2017) on instructional practices of lectures in higher education highlights the use of different assessment forms in line with the curriculum content. It used a qualitative study and a descriptive case study. Fifteen lecturers from two higher education institutions were observed twice. Data was generated at three levels; using pre-observation, observation and recording, which were analyzed according to the themes. Findings showed that assessment procedures of lectures were varied but oral and peer modes of assessment were most prevalent. A study by Rohaya, Sahibbah, Hamimah and Mohd (2014) in Malaysia, stressed that teachers were unprepared to take up the challenge of undertaking the practice of giving effective feedback through development of new skills and assessment for learning. This proposed study is going to be different in terms of the methodological approach; by using the mixed method design instead of the quantitative or qualitative study as carried out. This study examined the assessment practices influence on students' academic performance through quizzes and end of semester examinations for which the tutors are not responsible.

2.5 Influence of class climate management practices on students' academic achievement

Class Climate management refers to the strategies and use of effective classroom rules, routines and practices to encourage students' participation in class discussions, supportive learning, class work in groups and in other classroom interactive activities (Sterling, 2009). Classroom management practice is a component of the teachers' instructional practice that promotes learning. It refers to the activities teachers engage in as they interact with students to build a supportive environment to enhance academic achievement as well as social-emotional learning (Evertson & Weinstein, 2006). There are classroom management strategies that are preventive and reactive that is employed to guarantee a serene classroom atmosphere for teaching and learning to thrive. Preventive activities are those that improve teacher-student relationships and set rules of engagement to regulate student behaviour (Bruhn, & Cmobori, 2011).

A meta-analysis by Korpershoek, Harms, de Boer, van Kuijk, Doolard and Simone, (2016), using 54 random and non-random studies published between 2003-2013 in the Netherlands sought to find out classroom management practices that mostly enhance students' academic performance and behaviour in primary education. The study established a small effect size on behavioural, motivational outcome except on students' social-emotional development and students' academic work. The current study however adopted a cross-sectional study in its approach to studying the influence of class management practice on students' academic achievement.

Jepketer, Kombo and Kyalo (2015), in a study in Kenya on teachers' classroom management strategy to influence students' performance in public secondary schools in Nandi County used a descriptive study. The findings established that teaching strategies including teaching methods used the management of students' disciplinary issues, provisions of regular assessment and feedback influence academic achievement. It concludes that teachers, who engage students in a variety of teaching and learning activities, prevent them from engaging in disruptive behaviour. Unlike the Kenyan study, the current one used the Diploma in Education students' pursuing a professional teacher education programme in the University of Cape Coast.

Institutions of higher learning provide students the opportunity to engage in active learning in order to construct what they learn (Pascarella, Seifert & Blaich, 2010). Research evidence however indicates that these opportunities are often limited by fixed time schedules on the timetable, content coverage; interest of students and large class sizes (Nabors, Michael, Miller & Metz cited in Cassum & Gul, 2016). Conventional teaching practices disengage active classroom learning and make students' passive learners because they are not learner centred. To buttress this assertion, Chin & Daud as cited by Ganyaupufu (2013), stress that teaching should not merely be an avenue for making rules and passing on information but should actively engage students as primary contributors to knowledge and that teaching and learning is effective when the flow of knowledge does not move from lecturer to students but the other way round. A need for a shift from teacher-centred approach to student-centred approach is necessary to engage students'

learning to enhance their ability to learn and to construct knowledge. Reporting on a study done in Pakistan on the use of active learning strategy in problem solving, (Khan, Ali, Vazir, Barolia and Rehan, 2008) recognize problem based learning as an effective means to develop students' critical thinking which agrees with Sangestani & Khatiban (2013) finding that students' academic achievement and problem learning skills were better when active learning strategies were used, showing that alternative learning strategy strengthens students' critical thinking and problem solving skills (in Cassum & Gul, 2016). This study unlike the Pakistan study examined the influence of class management practices of tutors on students' academic achievement using a quantitative and qualitative study design with respondents selected from a stratified and randomly sampled population for the study.

Setting clear lesson objectives is one of the best tutor practices. This is associated with high student achievement in mathematics lessons in elementary schools (Matsumura, et al., and Schacter & Thum cited in Geo & Stickler, 2008). Research establishes that setting educational goals is important to guide learning especially when they are challenging (Hattie, 2009). The nature of the goals must be such that students of different capabilities will be able to operate within the different levels of knowledge they are expected to exhibit at the end of the lesson. When lessons are started with overviews, content outline, highlight of key ideas central to content discussed (Kyriakides, Christoforou, and Charalambous, 2013) it tends to maximize students' achievement.

In a meta-analysis of 167 studies in Cyprus that investigated the impact of teaching factors on students' academic achievement, Kyriakides et al, (2013), the effect of structuring lessons, increasing the difficulty level of lesson as it progresses, summing up core points and connecting to previous instructions; was found to have an effect size of 0.36 on learners academic achievement. The study found that a good structured lesson serves as an effective framework for student learning with an effect size of 0.53 as is gives students a sense of direction to help them meet expectations as well as get them comported in class. This study on the other hand focused on aligning teachers' expectation to institutional objectives as stated in the modules to influence classroom practice. It also established whether students' set expectations for themselves are in line with teacher and course expectation in a tertiary education environment unlike the other study which focused on teacher expectation.

2.6 Influence of tutors' motivational teaching practices and students' academic achievement

Students need to be motivated to learn as they engage in class interactions. Students exhibit different emotional states during the learning process. With adult learners on distance learning, tutors' motivational instructional strategies help them cope with learning as well as parenting, job place and other social responsibilities . Students persist in distance learning when motivated through facilitation (Aragon & Johnson; Doherty; Holder; and Roblyer cited in Puspitasari, 2012). However, a contrary view point to students own ability is

presented as a factor that best predict how well a student can achieve in a blended distance learning setting (Lynch & Dembo, 2004).

Motivation is central to any teaching and school success. It involves factors that inspire the desire, the energy as well as interest and commitment to a task in order to complete it (Dornyei as cited in Gbollie & Keamu, 2017). Internationally, there are efforts to improve students' performance in order to close the achievement gap. Empirical evidence shows that teachers have employed variety of teaching strategies for students to improve on their performance in Africa. For instance, in order to address persistent low students' performance in secondary schools, South Africa put in place initiatives to improve school quality (Ross, 2011). This was done by way of recognizing students' differences, fostering clear communication between teacher and student, collaborating learning, providing feedback to students to take hold of their learning (**Stoop, cited in Jepketer, Kombo, and Kyalo, 2015).** With this study however, adult learners who double as workers were encouraged to persist in their study through the application of content relevance through the instructional practice to their professional work of teaching and sharing of personal experiences to whip up their desire to learn for improved academic performance.

Tella (2007), on a study in Nigeria investigated the impact of motivation on students' academic achievement in Mathematics in secondary schools. The study used a motivation for academic preference scale as a measure instrument and an achievement test in Mathematics using an ex-post-facto design. A questionnaire was used to collect information at a reliability coefficient of 0.85 of Cronbach

alpha. Data was analyzed using t-test and analysis of variance . The result showed that motivating students has an impact on their academic achievement in secondary school students in terms of their gender. Another study in Iran conducted by Parsi (2017), investigated the relationship between teachers' development of critical thinking and their use of motivational teaching strategies using 101 teachers. The researcher used a questionnaire to gather data and Spearman Rank Order Correlational analysis to analyse the data collected. The result reveals that there is no relationship between critical thinking and motivational strategies. However it recognized that the variables under consideration produce a conducive learning atmosphere and shape the processes of making decisions and planning work for students to facilitate their academic achievement. In the study under consideration tutors motivational teaching methods and its influence on students' academic performance was investigated not as a discipline but as a total programme content using correlation to establish the influence of the practice on students' academic achievement.

A study by Guilloteaux & Dornyei (2008) in South Korea on the application of motivational teaching strategies in class used observation of students with motivated behaviours and a questionnaire as an after lesson evaluation. The study reported that language teachers' motivational practice is associated with improved levels of learners' motivated learning behaviours and state (cited in Solak & Bayar, 2014). Another study by Solak & Bayar (2014) in Turkey analysed the variables influencing motivational teaching strategies used by 122 non-indigenous English teachers in Turkey at a state-run university preparatory school. The study

adopted a Motivational Strategy Questionnaire by Cheng & Dornyei (2007). The study used a t-test and analysis of variance (ANOVA) to explain the link between the variables. In both cases, the results from the t-test and ANOVA indicate that there is no significant difference in terms of gender and experience in the use of the motivational strategy in teaching English. This study however differed in its analysis by focusing on the use of descriptive statistics and correlation to establish the degree to which motivational teaching methods influence adult learners on distance learning by ensuring content relevance, providing potent models, persuading students learning and the using of engaging methods. The study additionally used a self-constructed questionnaire to suit the local context instead of adopting one.

2.7. Influence of perceived modules usefulness on students' academic achievement

Distance Education (DE) has been conceptualized as an industrial educational model, which has a social and economic impact on the people and which takes the form of teaching and learning on an industrial scale (Evans, 2008). Learning materials or study modules can be packaged in the form of modules through technology to provide teaching activities and content to people in their numbers to satisfy an educational objective. This module serves as a major component of the DE programme around which dialogue takes place between the tutor and student (Pyari, 2011) especially in a print based DE programme as offered in University of Cape Coast, Ghana. The module is the main study material for students

offering programmes in print based DE settings. The print media despite electronic technology usage is still recognized as the most versatile medium for the delivery of course content in DE institutions (Shearer in cited in Moore & Anderson, 2003). On the contrary, a study in Kenya on policy guideline stressed that the reliance on print media by institutions to the neglect of technology constituted a challenge to Open Distance Learning (cited in Nyerere, 2016). Nyerere, (2012), in a study in Kenya, emphasized that where educational institutions fail to make available modules for students' use it had led to incidence of failure and high dropout rate. In the University of Cape Coast, Ghana, the modules serve as a support system which bridges the gap between tutors at one end and the students at the other. The contents are the object of the dialogue around which interaction takes place. Thus the transactional distance which exists in the relationship between tutors, students and learners on distance programme is bridged by the module content which makes the 'distance' geographic, educational and psychological (Moore cited in Evans, 2008). It is on this basis that this study will consider the module usage as a critical component of this study to assess the usefulness to tutor facilitation and students' academic achievement.

Literature reviewed contends that all DE programmes are made vibrant by the use of digital technology but (Bates & Poole as cited in Biney & Woranyo, 2015), critique that DE is about facilitating with technology to help students learn and not about the technology itself. In line with this assertion, Kwapong (2008), argue that meeting the needs of the students and subject content demands is what is necessary not kind of technology used. This means that other appropriate

technologies be it electronic or otherwise can be used ‘no matter how old’ or ‘outmoded’ considering ‘modern’ trends to serve the needs of students on distance learning in the prevailing environment.

Finally, related literature on the use of modules suggest that different levels of developments in countries and institutions as well as their geographic, economic, developmental circumstance help to determine the kind of technology to employ whether electronic, print or both to open up access to education which embrace equity and meets the needs of the nation, institution and most importantly serve students’ needs. It is this print mode, which is the source of the content facilitated through face-to-face interaction, which will be the assessed on the distance education programme of University of Cape Coast, Ghana.

2.8 Instructional practice challenges in distance education

Though there is the tendency for universities to focus on research other than teaching, academics are recognizing the increasing role of university pedagogy in higher education. According to Kedraka & Rotidi (2017), European Union has affirmed the need to enhance teaching skills of academics in its states. Rossiou as cited in Kedraka & Rotidi (2017) stressed the need for university teachers to reflect on the teaching aspect of their professional profile by considering how they implement the curriculum, interact with and teach students. Challenges in distance learning have been identified to hamper the prospect it holds as a global strategy for opening up access to education (UNESCO, 2004). A Zambian study by Musingafi, Mapuranga, Chiwanza & Zebron (2015), investigated challenges

facing distance learning students of Zimbabwe Open University using quantitative and qualitative methodologies. The study population were undergraduates and post-graduates. Questionnaires and structured interviews as well as document analyses were used and analysed using descriptive statistics. Findings established challenges relating to financial constraints, insufficient time for study, unfavourable home environment, family, work and study time allocation. The study was silent on instructional practice challenges in relations to classrooms interactions and how it influenced students' performance, which was the subject of this study.

Another study on the Status and challenges of Open and Distance Learning in Kenya Public Universities by Anyoma (2009), focused on study modules used in delivery in Kenya, training and motivation of staff, cost, and consistency of programme delivery. The study was conducted in Nairobi and Kenyatta University with 702 students and 278 lecturers. Two (2) interviews were conducted and a documentary analysis done with quantitative and qualitative designs. The study established findings related to delays in supply of reading materials, underutilization of programme facilities, insufficient funding, low teaching staff levels and use of residential classroom teaching methods to teach distance learners resulting in frustrations when they find these methods unsuccessful. The current study investigated classroom practice challenges tutors face in a print-based distance education mode, which is a core support service to students' learning and unique to studies reviewed. In a study by Itegi, (2015), in Kenya on expanding access and quality of higher education resulted in locating

satellite campuses outside the main campuses. These came up with many challenges such as limited monitoring, insufficient and old physical and human resources, lack of classrooms which raised certain quality concerns.

A Ghanaian study on challenges of distance education delivery in University of Education Winneba in Ghana by Ohene & Essuman (2014) highlighted instructional challenges as an area of concern in the institution. The challenges were identified as provision and delays in getting instructional materials to the students for their studies. Instructional delivery as a classroom practice was not considered a challenge. However, this study will look at the tutors' classroom practice and how it influences students' academic achievement.

2.9. Summary of Literature Review and Gaps Identified

The reviewed literature was done in line with the objectives outlined for the proposed study. These examined tutors direct teaching practices; classroom climate management and motivational teaching methods influence on students' academic achievement; the module usefulness as well as the challenges of tutors' instructional practices encountered. Studies reviewed indicated that teachers' role in students' academic achievement was universally recognized. An examination of the literature reviewed showed that researchers focussed on the management of educational institutions at all levels. Students' academic achievement was of interest to governments, educational institutions, students, and private organization that benefited from the products of education. Equally, managers of

education showed interest in what happened in classrooms and helped the teachers and students to accomplish the goals of education.

A close look at the empirical studies reviewed under direct classroom teaching show that most of the studies carried out were done in primary and secondary schools. However, this study was undertaken in the university offering education to mostly student-teachers on distance learning programme.

Again a gap in literature reviewed showed that instructional practice influence on students' academic performance were mostly carried out in single subject disciplines such as Science, English and Mathematics However, this research focussed on the influence of the practice on the entire programme package measured on students' academic achievement.

Literature reviewed on class management pointed to learning environments where teachers are perceived as the source and constructers of knowledge and so manage class for student success. In this study a gap in literature considers a learning situation by distance where students are alive to their responsibility as constructors of knowledge and need a serene learning setting for academic environment.

Motivating teaching strategies reviewed highlighted facilitation for student success which was contradicted by a finding that students own ability was the determining factor for their academic achievement. The literature was however silent on the influence of motivating teaching strategies on students' academic performance of distance learners using the print based technology. Again most of the studies reviewed in the literature on motivational teaching methods showed

that study settings were in pre-tertiary institutions. To fill a gap in literature, this study focussed on motivational teaching practices of tutors that enhance learning amongst working adults in a tertiary institution University of Cape Coast, Ghana.

From the review outlined, it could be observed that there is paucity if literature when it comes to perceived module usefulness in a dual mode distance education setting in a developing country like Ghana. This study is therefore going to contribute to the depth of knowledge in this field

The instructional practice challenges reviewed focussed on financial constraints, time, home environment, training, consistency of delivery and delays in delivery of materials Unlike the studies reviewed this study was examined challenges in terms of the classroom facilitation of the part-time staff employed to facilitate lessons at the various study centres of the University of Cape Coast. The study further explored for strategies on challenges identified to resolve the problems to make recommendation. To provide a comprehensive study, the embedded mixed method design was used in the collection and analysis of data gathered as a marked departure from the previous studies.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the framework of the study methodology. It covered the Research Design, Variables of the Study, Study Locale, Target Population, Sampling Technique, Sample Size, Research Instrument, Pilot Study, Data Collection, Data Analysis and Ethical Issues.

3.2 Research Design

The study used the embedded mixed method design. This design is a strand of the quantitative and qualitative method that is integrated in a single study (Creswell & Clark, 2011; Creswell, 2012). The rationale for the use of the mixed method design is that neither the quantitative nor the qualitative design is sufficient to cover the details, trends and the limitations of a single design; the researcher thought it prudent to use both so that they enhance their supportive role for the study (Ivankova & Stick, 2007; Creswell & Clark, 2011; Creswell, 2011).

Additionally, the combination of the quantitative and qualitative data will produce a complete analysis of the issue under study as well as complement each other. Again, it provides different perspectives through which a phenomenon can be studied (Lohfeld & Brazil as cited in Mafuwane, 2011).

The study variables, that is, the independent (predictor) and the dependent (outcome) variables were found suitable for the collection and analysis of data using the quantitative and qualitative design. The independent variable such as

direct teaching practices, class climate management practice and motivational teaching practice was measured using items whose internal consistency was pre-determined to get a continuous score. Also considered were the tutor recruitment procedure and modules usage and their influence on academic achievement. The same was done for the dependent or outcome variable. The quantitative data helped describe and predict the influence of instructional practice on students' academic achievement to enable prediction to be made based on the extent of the association between the variables established (Cohen, Manion & Morrison, 2011). Within the quantitative method approach, there was a measure of the magnitude of influence as well as the differences between the computation of the predictor variables (instructional practice) and the outcome variable (students' academic achievement).The design allowed inferences to be drawn to allow for generalizations over the study population. The qualitative design of the embedded mixed method generated a deep insight to enrich the study. It provided information relating to how instructional practice impacts on students' academic achievement. Information derived from the qualitative data was integrated at the data analysis stage. The qualitative data was used to complement the quantitative information (Creswell, 2012; Onwuegbuzie, 2012). With the current study, the embedded mixed methods design was used to establish the extent to which tutors' instructional practice influence students' academic performance at the University of Cape Coast in Ghana. The point of data interface occurred at the data analysis stage. The embedded mixed method design which guided the research activities carried out is presented in Figure 3.1

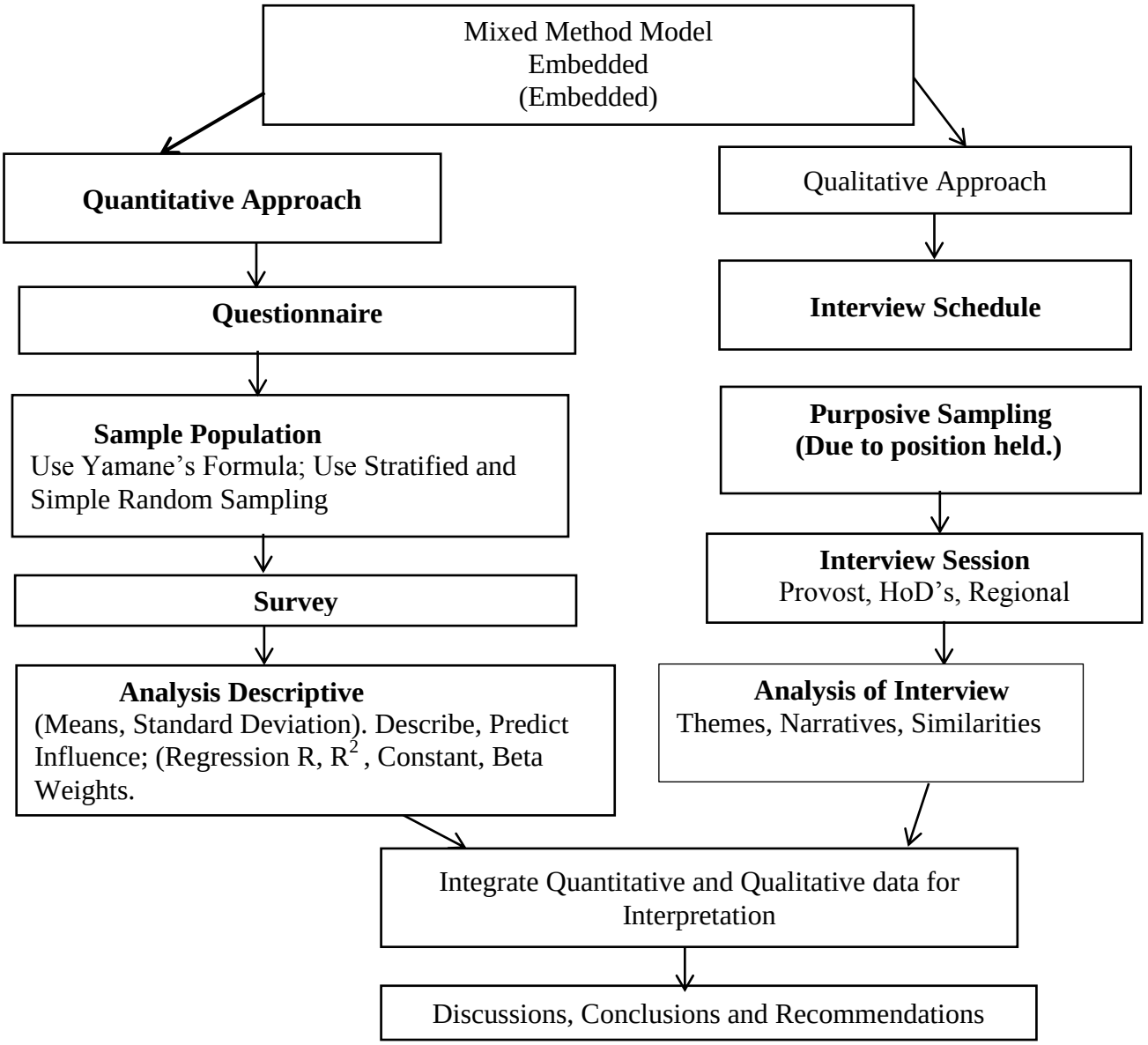

Figure 3.1: Embedded Mixed Method Approach Model

3.3 Variables of the Study

The predictor variable (independent variable) of the study, which is, tutors instructional practice is unpacked into direct teaching practice, class climate practice and motivational teaching practice. Also captured under the variable is

the perceived module usefulness. These were measured using interval levels spelt out in a five-point Likert scale to produce a continuous form of score. The outcome variable (dependent) was the cumulative grade point average which was measured at interval level to derive a continuous score. Records on students' academic scores were taken from the Students' Records and Management Unit for the analysis. The qualitative method focused on interviews and narratives from respondents interviewed. The intervening variables, which are learner characteristic, teacher motivation and teacher background characteristics that can affect the study were not the focus of the study.

3.4 Location of the Study

The study was conducted in Ghana in University of Cape Coast (UCC). The rationale for the choice of this University was that among the public universities that account for the growth of distance education in Ghana, UCC is the largest contributor in terms of enrolment and growth rate. This lead role in enrolment is especially in the area of undergraduate programmes. UCC is additionally unique because it operates its distance education programme wholly based on print-media and face-to-face interaction which is a critical support service put up to enhance students' academic performance whilst University of Education, Winneba uses an advanced blended system of distance education delivery. Again, though it pairs with University of Education Winneba in the training of teachers in Ghana its practices in terms of examination structure and assessment processes are different. These disparities is the result of the fact that currently there are no standards or

policy for distance education except to increase access and maintain quality. The institutional policy direction dictates how distance education is managed by the various tertiary establishments (Larkai, et al. 2016).

The study was conducted in the biggest region within each of these three zones in terms of the number of study centres and student population. The study area have metropolitan, rural or peri-urban characteristics just as the others. The location therefore provides a fair balance in terms of the focus of the study and students' academic achievement in the study location. They additionally have the same schedule of activities and mode of weekend face-to-face interaction, similar infrastructural facilities as found in the other host institutions. The tutors engaged to facilitate on the programme have the same service conditions, qualification requirements and employment status as part-time tutors within the various study centres across the country. The students at the study area take the same quizzes and end-of-semester examination at the same time and day countrywide. All these zones and study centres show weaknesses in test score which sums up the statistics of the grandaunts in the background that show the skewness towards the lowest class.

3.5 Target Population

The population comprised the Provost, Heads of Department, Regional Coordinators, Tutors and DBE students all of the University of Cape Coast is presented in Table 3.1.

Table 3.1. Target population

RESPONDENTS	STUDY LOCALE NORTHERN (Upper West)	MIDDLE (Ashanti)	SOUTHERN (Central)	TOTAL
Tutors	80	346	235	661
Students	785	2, 616	2,243	5,644
Regional Coordinators	1	1	1	3
HoDs				4
Provost				1
TOTAL				**6,313**

Source: CoDE, University of Cape Coast, (2017).

The study was targeted to three administrative regions (Central, Ashanti and Upper West) where the College of Distance Education operates programme. Central region was selected from the Southern Zone, Ashanti from the Middle Zone and Upper West from Northern Zone. These regions were selected based on the performance and population of the DBE students. Within these three regions, there are 3 Regional Coordinators (one from each region), 661 Tutors in the centres as well as 5,644 DBE students. With regards to the DBE students, only the second and third year were covered in the study. The second and third year students were chosen because of their depth of experience. According to Ruffallo, Noel Levitz (2015), it is best to collect data from students beyond the first year when dealing with their academic efforts towards completion. The inclusion of the Provost, HoD's and Regional Coordinators was by census because they are few and occupy unique positions in distance education management in the University of Cape Coast, Ghana.

3.6 Sampling Techniques and Sample Size

Stratified and purposive sampling procedures were used in selecting participants from the study centres in the study zones. Sample size determination was guided by Yamane's formula for sample size determination because the population is already known (Singh & Masuku, 2014).

3.6.1 Sampling Techniques

Stratified sampling was used to select a region each in the three zones; namely northern, middle and southern. From these, a region each was purposively selected for the study. Purposive sampling was used because there was the need to collect rich and in-depth data and to be subjected to inferential statistics (Cohen, Manion, & Morrison, 2011). The region with the most study centres and student population formed the basis for the selection. The use of purposive sampling procedure helped the researcher to gather rich information to give insight to a study. All the study centres in the three regions were used. In total, 23 study centres were used for the study.

3.6.2 Sample Size

3.6.2.1 Sample Size for Tutors and Students

Using Yamane's formula for sample size determination the calculation for tutor sample size was as follows: n = $\frac{N}{1+Ne^2}$ where 'n' is the sample size, 'N' is the population and 'e' is the margin of error. The confidence level is established at 95% with 0.05 as the margin of error. Substituting student population into the formula: this led to a sample size of: n = $\frac{661}{1+661(.05)^2}$. This yielded a sample size of

249 representing 37.67% of the target population of tutors to participate in the study.

The proportional allocation for tutors and students based on regions was calculated based on sample size established for tutors (249) and students (373) respectively using Kothari, which is ni = n.Pi, where ni represents the stratum, n the sample size and Pi equals the proportion of the strata in the population. Using this for the first stratum for tutors, the following result was generated: ni = $\frac{80}{661} \times 249$ = 30.13 = 30. The same procedure was used to calculate for the first stratum for students to give: ni = $\frac{785}{5{,}644} \times 373$ = 51.88 = 52.

At the study centre level, tutor and student allocation was determined using Kothari's (2013) formula for proportional allocation in order to establish the respondents for each study centre. Using the first tutor stratum, the following result was generated:

ni = $\frac{22}{661} \times 249 = 8.29 = 8.$

The allocation for the first student stratum was as follows:

ni = $\frac{219}{5{,}644} \times 373 = 14.$

This approach was used to establish the proportional allocation for students and tutors for the entire 23 study centres under study. To further select student participants within the specific schools, a simple random sampling procedure was used. The levels of study were considered from the strata before students were selected through the simple random procedure. This was to allow every student at that level equal opportunity of participating in the study (Babbie, 2015). To select tutors within the specific schools, stratified and simple random sampling was

after the proportionate allocation of samples to schools. Tutors facilitating the levels under study were considered bearing in mind their subject disciplines and levels facilitated. The simple random procedure was then applied to select the study participants.

The Provost, 4 HoD's and 3 Regional Coordinators were selected by census. This was due to the special position they hold in distance education management in the university. They are equipped with knowledge on policy and are full time employees who are readily accessible and therefore willing to participate in the study (Etikan, Musa & Alkassim, 2016). This justifies their automatic inclusion. Table 3.2 is the sampling matrix for tutors and students at the study centre level.

Table 3.2: Sampling Matrix for Tutors and Students

REGIONS (Zones)	STUDY CENTRES	TUTORS' POPULATION	SS	STUDENTS' POPULATION	SS
UPPER WEST (Northern)	Tumu	22	8	219	14
	Wa	37	14	348	23
	Nandom	14	5	104	7
	Lawra	7	3	114	8
	TOTAL	**80**	**30**	**785**	**52**
ASHANTI (Middle)	Kumasi Technical Institute	32	12	246	16
	Mampong	34	13	274	18
	Simms	18	7	253	17
	Mansoman	8	3	151	10
	Offinso	24	9	150	10
	Kass	48	18	413	27
	Serwa Nyarko	44	16	394	26
	Mmofratro	23	9	46	3
	Konongo	18	7	107	7
	Obuasi	42	16	227	15
	T.I.Ahmadiyya	55	20	355	23
	TOTAL	**346**	**130**	**2,616**	**172**
CENTRAL (Southern)	Breman Asikuma	20	8	104	7
	Twifo Praso	16	6	128	9
	Apam	10	4	39	3
	Dunkwa	22	8	240	16
	UCC	89	33	897	59
	Swesbu	24	9	264	17
	Kasoa	36	14	403	27
	Obiri Yeboah	18	7	168	11
	TOTAL	**235**	**89**	**2,243**	**149**
	GRAND TOTAL	**661**	**249**	**5,644**	**373**

Source: Students Support Unit, CODE, UCC, 2018. **SS – Sample Size.**

3.7 Research Instruments

The researcher used a self-constructed questionnaire (closed and open ended), an interview guide as the main data collection instruments and academic records of students from the Students Records Management Unit of the College of Distance Education of UCC. This was to help collect quantitative and qualitative data for the study.

3.7.1 Questionnaire

The study employed a self-constructed questionnaire to solicit information on the research area being studied. The use of the questionnaire is appropriate because the data collected was largely quantitative and objective (Saunders, Lewis & Thornhill, 2009). Its use is justified also by the fact that it allows for the quick collection of large data within a limited space of time and can be subjected to statistical analysis (Orodho, 2016). Again, the questionnaire allows the researcher to draw inferences due to the alternative response it gives to the respondents to choose from. The questionnaire was mainly closed-ended with others being open-ended. It covered tutors' teaching practices, class management and motivational teaching practice; recruitment procedures and module use as it relates to students' academic achievement. Tutors and students responded to questionnaires.

Students' Questionnaire on Tutors' Instructional Practices (SQTIP)

This questionnaire had six sections, from A to F. Section A, sought the demographic details of the respondents. Section B focused on students' perspective of tutors direct teaching practices; C on classroom climate management practices and D on motivational teaching practices. Section E touched on students perception their module usefulness. The questionnaire was mainly close-ended.

Tutors Instructional Practice Questionnaire (TIPQ)

The questionnaire had sections A to F. Section A explained the purpose of the study and ask respondents to study the instruction from the researcher and follow the instructions given on the questionnaire. This section additionally has the

demographic information for responding tutors. Section B dealt with tutors direct teaching practices. Section C considered the classroom climate management practices of the tutors whilst Section D dealt with motivational teaching practices. Section E focused on Tutors views on module usefulness and F on module usefulness to their facilitation. This section had some open-ended questions to solicit qualitative information to enhance the close-ended response.

3.7.2 Interview Schedule

Another instrument used in gathering information for the study was the interview schedule. Interviews aimed at providing detailed information about certain issues: topics through which much meaning and interpretation could be given to a problem under discussion (Schostak, cited in Alshenqeeti, 2014). Interviews allow for in-depth examination into an issue of concern and enable the researcher to seek further insight (Orodho, 2009) and Creswell (2012) contend that it allows for further probing, clarification and explanation of issues for more insight. There were guiding questions that assisted the researcher to probe into the tutors' instructional practice on the direct teaching practice, class climate management and motivational teaching practices; teacher recruitment practices and module usage. Interviews additionally become useful for getting the details behind a participant's experience that may be useful as follow up to certain responses to a questionnaire (Sherri, 2012). Interviews covered the areas highlighted. This justifies the use of the interview guide to solicit information from the Provost,

Heads of Departments and the Regional Coordinators in whose regions the study was carried out.

Tutors' Instructional Practice Interview Guide for the Provost

Tutors Instructional Practices Interview Guide was designed for the Provost to respond to. This sought for information on tutors' instructional practices as it relates to students' academic achievement. As the head of the College, the Provost was in a position to provide vital information on teaching practices, management of classroom interaction and engagement in professional activities towards enhancing tutors' competencies as well as students' learning and academic achievements. The use of modules as they affect students' performance were addressed. The provost was able to speak to policy issues relating to the subject under consideration.

Tutors' Instructional Practices Interview Guide for Heads of Departments

The Tutors Instructional Practices Interview Guide for Heads of Departments was used to seek responses from HoD's on their views on tutors' instructional practice and how it relates to students' academic achievement as well as recruitment and module use. This information was needed to buttress the quantitative data.

Tutors Instructional Practices Interview Guide for Regional Coordinators

The Regional Coordinators of the study centres involved in the study will be interviewed for their views on tutors' instructional practices at the study centres and their influence on students' academic achievement. The interview sought to find out how the regional coordinators perceived the tutors' instructional practice,

module influence on students' academic achievement and challenges tutors face in their instructional practice as well as strategies to overcome the challenges.

3.8 Pilot Testing

The study was piloted in two study centres of the College of Distance Education that was not used in the study. They were chosen because they shared similar characteristics as the area of study in terms of student academic background, programme offered and tuition offered. They operate under the same central management structure, curricula and academic conditions. A total of 60 student respondents, 35 tutors, a head of department and a regional coordinator were used. According to Mugenda & Mugenda as cited in Tiberious, Mwania and Mwinzi, (2016), a study that samples a tenth of the similar total sample is found to be appropriate. The significance of the pilot study was to bring clarity to some of the questionnaire items. This gave the researcher useful indications as to what was to take place with the main work and guided the analysis of the main data. It was also to cheek for the appropriateness of the of the items to be deployed for the data collection (Cohen, Manion & Morrison 2011).

Additionally the conduct and the feedback thereof gave a basis for ensuring test reliability and assessing the interview guides as well. Further, the pilot testing helped in the reframing and restructuring of some items to avoid vagueness. The interview items as well were pre-tested through a 30 minute administration in each case. The conduct helped to align the items in line with the objectives of the

study. The pilot test gave insight into the likely challenges on the field as one undertakes the real study.

3.8.1. Validity of the Instrument

Validity refers to the degree to which an instrument measures what it purports to measure (Thatcher, 2010). The data was tested for its content validity. Content validity was secured by soliciting the expert assistance in relevant fields in the area of instructional practice with teaching personnel in the department and colleagues in educational in educational management who graduated from the programme. These personnel were made to rate the items in terms of relevance using a 4-point scale; (1-not relevant, 2 - somewhat relevant, 3 - quite relevant and 4 - highly relevant). These were then put into clear dimensions (1 – not relevant; somewhat relevant-2) and relevant (3 and 4) divided by the number of experts involved in the rating (Davis cited in Pilot & Beck, 2006). Where item content validity (I-CVI) is 0.08 or higher it is noted to be acceptable. Where it is from 0.79 or below they needed to be reviewed (Polit & Beck, 2006). This helped the researcher to shape the items for the study. A test for face validity was done by the supervisors to ensure the logical flow between questions and to make the items aligned to the objectives of the study to ensure variable established were covered (Cohen, Manion & Morrison, 2011).

3.8.2 Reliability of the Instruments

The students questionnaire and tutors' questionnaire were pre-tested with 60 students and 35 tutors respectively in a centre that was part of the sample size. The study used Cronbach's alpha to measure the internal consistency within the items (questionnaire) making up the instruments. This was carried out to check how items in the questionnaire correlate amongst themselves as these items are categorized to measure constructs under the independent and dependent variables. It implies that items that measure a phenomenon should generate similar results when used (Kumar, 2005). Its use was also to measure the internal consistency and describe the extent to which all items in the questionnaire measured the concept as well as associate with the inter-relatedness of the items within the questionnaire. The higher the reliability coefficient of alpha, the greater the item relatedness. The Cronbach's alpha was used to measure the reliability of the questionnaire items for tutors and students. A Cronbach alpha ranges between zero and one. The higher the alpha value the higher the internal consistency and the closer it is to one (Paulsen & BrckaLorenz, 2017). Table 3.3 shows the internal consistency reliability Table 3.3.

Table 3.3. Internal Consistency (Cronbach alpha coefficient)

	Alpha Reliability	
Scale	**Tutors**	**Students**
Direct Teaching Practice	0.75	0.75
Class Climate Management Practice	0.83	0.83
Motivational Teaching Practice	0.70	0.70
Perceived Module Usefulness	0.74	0.76
Challenges Tutors Face	0.83	-

From Table 3.3, it can be observed that Tutors item scale (5) and students item scale (4) ranged between 0.70 – 0.83 in each case. An alpha level of 0.70 was considered very acceptable. This means that a group of items in the questionnaire with an alpha level of less than 0.7 was not reliable and needed to be used with caution (Mcmillan & Schmacher in BrckaLorenz, Chiang & Nelson Laird, 2013). All the sub-scales for the questionnaire had reliability co-efficient greater than .70. The interview guides as well were pre-tested and yielded results that were in line with the results from the questionnaire

3.9 Data Collection Techniques

To undertake this research, three phases of preparation were considered; the pre-field, field and post-field phases.

Pre-field Phase

This phase involved getting the field logistics in place. The research instruments were examined in terms of its structure, content, coverage and instruction to

ensure that the information it sought to gather was clear enough. The typed out instrument was edited to correct typo errors, grammar and structure to ensure objective response. A work plan was prepared for the research and a budget drawn to take care of the activities**.** The researcher sought for an introductory note from the Dean of Graduate Studies, Kenyatta University. This was done to show that consent has been taken and authorization given for the researcher to connect to the College of Distance Education, University of Cape Coast in Ghana to undertake the study. Copies of the permission letter was forwarded to the heads of departments, regional coordinators and centre coordinators. This is a primary consideration that needed to be carried out to gain access to the field of study (Hesse-Bieber & Levy, in Creswell 2012). Again, the researcher sought the services of two research assistants. They were given insight into the problem background, purpose, objectives and content of the study.

Field Phase.

This phase catered for the data collection stage. A familiarization visit was carried out to see to the prevailing situation in connection with student and tutor availability. The researcher scheduled a meeting with respondents to explain the questionnaire to them to ensure diligence in completing and retrieving them. Respondents were informed of the option to freely participate or not. Respondents were informed not to write their names to assure them of anonymity. These steps were taken to avoid disruption of the research setting and activities at the study centres. The research assistants were around to assist where students requested for help to fill the questionnaire. The students were given some time to complete the

forms and class prefects were made to collect and hand over to researcher and the assistants. The tutors' completed questionnaire were retrieved after a week. Dealing with the qualitative data collection, the researcher scheduled appointments with the respondents to be interviewed at the various study centres within the regions for a date for the interaction. The researcher personally interviewed the respondents in the regions, the heads of departments were interviewed in their offices following a scheduled and agreed appointments arranged using a semi-structured interview guide. The interviews were recorded with the permission of the respondent. This was taken between forty to fifty minutes bearing in mind the schedules of the personalities involved.

Post field Phase

This was the stage where all data gathered from the field were assembled (the instruments) the research assistants debriefed. At this stage materials for the research were checked, sorted and coded. Materials sorted included audio materials captured on tape and transcribed for analysis.

3.10 Data Analysis.

Quantitative and qualitative data were used for the analysis. Quantitative data was analysed using descriptive and inferential analysis whilst qualitative data was establish using discrete bits of data gathered; put into themes and used to support relevant quantitative data generated. The qualitative data were then presented using narratives and verbatim reports. The following research objectives were analysed:

Research Objective 1: To assess the extent to which tutors' direct teaching practices influence students' academic achievement on the distance education programme of University of Cape Coast, Ghana.

The focus of this objective was to assess the degree to which the facilitation practices during the face-to-face interaction influence their academic work on the distance learning programme. To measure and analyse this objective, descriptive and inferential statistics were used. The descriptive statistics were presented in the form of frequencies, percentages and means used analyse the teaching or facilitation practices as perceived by the respondents. The means established were interpreted in relations to the calculated limits in Table 3.4.

Table 3.4: Response Categories and Interpretation

Response	Weighting	Lower Limit	Upper Limit	Interpretation
Strongly Agree	5	4.21	5.00	Very High
Agree	4	3.41	4.20	High
Moderately Agree	3	2.61	3.40	Fair
Disagree	2	1.81	2.60	Low
Strongly Disagree	1	1.00	1.80	Very Low

Source: Beinomugisha, Kamya and Said (2014)

From Table 3.4, a five (5) point likert scale was used to measure the magnitude of the response in relations to the mean limits as presented in the table for interpretation. The calculated limits 4.21-5.00 was interpreted as a very high agreement; 3.41-4.20 indicates high agreement; 2.61-3.40 means moderately agree; 1.81–2.60 is interpreted as low agreement whilst 1.00-1.80 shows a case of very low agreement (Beinomugisha, Kamya & Said, 2014). However, data was transformed to three (3) point likert scale 1"Disagree" 2"Neutral" and

3"Agree"for better interpretation and representation of the data and hence the following Table 3.5 was used for final interpretation.

Table 3.5 Response Interpretation

Response	Weighting	Lower Limit	Upper Limit	Interpretation
Agree	3	2.5	3.0	High
Neutral	2	1.5	2.4	Fair
Disagree	1	1.0	1.4	Low

Again, standard deviation was established for the instrument items. The standard deviation describes how far or close the response value is from the mean derived. A high standard deviation means that the responses given were wide and varied. A low standard means that response generated are close or similar. Means and frequencies were established for each indicator of direct teaching practice. A correlation coefficient (r) of 0.075 was established. The correlation coefficient tells whether there is a relationship between the predictor and the outcome variable and as well ascertains whether they are positive or negative. According to Orodho (2016), a correlation coefficient of 0.75 and above is high and is suitable to ensure the reliability of an instrument. This was computed using Pearson Product Moment Correlation that goes by the formula:

$$r = \frac{N\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{[N\Sigma X^2 - (\Sigma X)^2][N\Sigma Y^2 - (\Sigma Y)^2}}$$

Where N is the number of pairs, XY is the product of XY and Σ**XY** which is the summation of the product of X and Y. Further, a coefficient of determination 'R' was used to describe how the degree of variation in one variable is directly connected to the difference in another variable. The Coefficient of Determination

'R^{2}' explains the amount of variability in the dependent or outcome variable (academic achievement) as a result of the independent variable (direct teaching practices). A standard multiple regression was done to test hypothesis (1) in determining the influence of tutors direct teaching practices on students academic achievement. The multiple regression formula as presented by Keller (2014) was adopted and used as follows:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e$$

represents the dependent variable; $\propto$ represents the anticipated value of the dependent variable (constant) when X_1, X_2 and X_3 are all zero. With this, X_1, X_2 and X_3 represented the first, second and third predictor variables whilst β_1 denotes the change in Y with a unit change in Y when X_2 changes with X_1 and X_3 held constant. β_3 shows that a change in 'Y' for a unit change in X_3 with X_1 and X_2 held constant whilst 'e' refers to margins of error. 'Y' represented the influence of direct teaching on students' academic achievement. The predictors were X_1= Planning Lesson; X_2 = Delivery lesson; X_3 = Promote Students Interaction; X_4 = Stimulating Higher Order Skill; and X_5 = Assessing Students Learning. Computation of multiple regressions was done at 0.05 alpha ($\propto$) level. Beta weights (β_1, β_2, β_3, β_4) were established to show the contribution of each predictor to the model. Information from the Quantitative data set of the questionnaire and interviews (Provost, HoDs, and Regional Coordinators) were put in themes, tables, and narrative forms.

Research Objective 2. Establish the extent to which tutors class climate management practice influence students' academic achievement on the distance education programme of University of Cape Coast, Ghana.

The research objective sought information on how tutors class climate management practices at the face-to-face sessions influenced students' academic achievement. The climate refers to the conditions created for effective face-to-face interaction. The data generated quantitative and qualitative information. Descriptive statistics (frequencies, percentages, mean and standard deviation was used to determine the influence of tutors' class climate management practices on students' academic achievement. The means were interpreted item by item in relations to the real limits of responses as in Table 3.3 and 3.4. Standard Multiple Regression was done using Keller's (2014) formula in objective one to test the hypothesis in objective 2. Following the same steps as in first objective, the predictor constants considered included $X_{1=}$setting expectation, X_2=stimulating interaction, X_3=managing space and time; and the dependent or outcome variable (students' academic achievement-CGPA) Qualitative data derived from tutors' open-ended questionnaire and interview from the Regional Coordinators, HoDs and Provost were put into relevant themes according to the objectives and analysed to support the quantitative analysis. The quantitative results were presented in tables and whilst the qualitative data was presented in the form of verbatim reports.

Research Objective 3: To assess influence of tutors' motivational teaching on students' academic achievement on the distance education programme of University of Cape Coast, Ghana.

The purpose of this objective was to assess tutors' motivational teaching practices influence on students' academic achievement on the distance learning programme. The objective generated quantitative and qualitative data. The quantitative data was analysed using descriptive statistics. The mean scores of the respondents (tutors and students) ensuring content relevance, providing potent models, persuading students' learning and using engaging methods were taken. The composite scores of the sub-dimensions were reported. The means and standard deviation were established and interpreted in connection with the real limit values in Table 3.3 and 3.4. These were used to analyse the motivational teaching practice of the tutor in relations to the responses given. Standard multiple regressions was be used just as in objective one and two as described. Qualitative data from the open-ended items and interviews were put in appropriate themes and analysed to support the quantitative data. These were presented in tables, narratives and verbatim report.

Research Objective 4. Assess the influence of the modules on students' academic achievement on the distance education programme of University of Cape Coast, Ghana.

The objective here sought to measure the degree to which the module use influence students' academic success. This research objective was analysed using quantitative and qualitative data. Descriptive statistics was used to analyse the

quantitative data. Mean and standard deviation were generated and interpreted in line with the real limits of values as presented in Table 3.4. Simple linear regression was also conducted to test the influence of module appropriateness and students' academic performance. Qualitative data was derived from open-ended questions and interview responses. These were put into themes and analysed to answer the issue that the objective seeks to address. They were put into tables, charts and verbatim reports.

Research Objective 5: Identify instructional practices challenges tutors face on the distance education programme of University of Cape Coast.

The objective here was to find out the difficulties facilitators encounter in work assigned them on the distance learning programme. Descriptive statistics such as frequencies, percentages, mean and standard deviation was used. The mean for items in the questionnaire was interpreted in line with the real values in the response categories in Table 3.4. and 3.5. The qualitative data focused on the open-ended and interview data from respondents that was put into themes and analysed to answer the stated objectives. The data was presented in narratives and verbatim forms.

Table 3.6. Data Analysis Plan.

Objectives	Variable/Indicators	Nature of Data	Statistics	Presentation
1.To assess the extent to which tutors direct teaching practices influence students' academic achievement on the distance educatic programme.	. Lesson delivery .Students interaction .Stimulating high order thinking .Assessing learning	Quantitative and Qualitative	Descriptive, Correlation Regression Analysis Create and Analyse themes	Tables Narratives, Verbatim Reports
2. To establish the extent to which tutors' classroom climate management influence students' academic achievement on the distance education programme.	. Setting expectation . Stimulating Interaction . Managing space and time	Quantitative and Qualitative	Descriptive, Correlation, Standard Multiple Regression Thematic analysis	Tables Narrative, themes, Verbatim, Report
3. To assess tutors' motivational teaching practices influence on students' academic achievement on the distance education programme.	. Content relevance . Providing potent models . Persuading students learning . Using engaging methods	Quantitative and Qualitative	Descriptive, Multiple Regression. Thematic analysis	Tables Narrative themes, Verbatim Presentation
4. To assess the usefulness of the modules and its influence students' academic achievement on the distance education programme.	. Policy on Module writing. . Module formatting content and coverage. . Module relevance	Quantitative and Qualitative	Descriptive, Simple Regression Qualitative	Quantitative and Qualitative
5.To identify instructional practice challenges tutors face on the distance education programme.	.Work load. . Poor preparation. . Disciplinary issues . Infrastructure Deficits	Quantitative and Qualitative	Frequencies, percentages Thematic analysis.	Tables, Verbatim, Report Narratives

Source: Researcher, 2017.

3.11 Logistical, Ethical and Legal Considerations

3.11.1 Logistical Consideration

The research study was carried out based ethical rules used in the conduct of the academic research (Hesse-Bieber & Levy as cited in Creswell, 2012). Consideration was therefore given to the prudent management of logistical arrangement in line with the rules and regulations of the school of Graduate Studies. The initial step was to seek permission by securing an introductory letter from the Dean of the Graduate Studies, Kenyatta University to ensure the legality of the exercise and give the researcher the permission to go to site (Creswell, 2012).

The researcher sought further authorization before commencing to the field where the university centres are. A letter of authorization was solicited for and given by College management to enable the researcher collect data from the regions in which the study centres and personnel to be interviewed were. Letters were sent to the respective centres to inform them of the impending study and visit. This was to ensure that at each stage of the research process, appropriate chains of authority are accessed to legitimize the study (Orodho, 2008).

The instruments for data collection which is the questionnaire and interview guide, was typed out clearly, correctly and edited to ensure that the content is free of error and vagueness so that response would measure up to the demands of the content. Again, research assistants were trained to assist in the data collection process due to the spread of the study locale and the specific study centres included in the study.

3.11.2 Ethical Consideration

The study observed the ethics in the conduct of research to ensure that respondents rights were not abused in the course of collecting data. The essence of ethical consideration was to protect respondents from harm either physically or psychologically (Fraenkell, et. al., 2012) and to ensure that their human dignity is not infringed upon.

To begin with Regional Coordinators, Study Centre Coordinators were informed through an informed formal letter of consent. Those to be interviewed within the university were informed through a personal discussion. The intent of the exercise were explained in both cases. The researcher assured participants of the confidentiality of the exercise in relation to the information they provide. The researcher accorded due respect to respondents in the study to assure them of their anonymity. In this context pseudo names were provided to prevent linkage of data to respondents or study centres and personnel interviewed.

The study acknowledged the research works and writings of individuals, groups, organization whose works have been consulted and have helped in shaping this study. This ensured respondents confidence and objectivity. The study respondents were informed of the purpose, use and the likely consequence of the study to their wellbeing.

3.11.3 Legal Consideration

The study recognized legal issues that must be considered in research writing. The rationale for this was that people who participate in research are a source of

information and deserve to be protected in line with their dignity, right to confidentiality, informed consent in line with international regulations (Yip, Han, & Sng, 2016). The study acknowledged fully the research works and materials read in order to shape this study. All research materials read were therefore referenced, taken through the plagiarism test to avoid being cited for academic theft. Finally, the research findings has to be shared in seminars, conferences and workshops with the stakeholders.

CHAPTER FOUR

FINDINGS, INTERPRETATIONS, AND DISCUSSIONS

4.1 Introduction

This chapter presents findings, interpretation and discussions of the study carried out**.** The study aimed at finding out the influence of tutors' instructional practices on students' academic achievement on the distance education programme of the University of Cape Coast, Ghana with a view to informing policy on the distance education programme and interventions to be put in place to boost higher academic achievement on distance learning programmes in Ghana. The study findings are presented in line with the study objectives as follows:

1. Assess the extent to which tutors' direct teaching practices influence students' academic achievement on the distance education programme of the University of Cape Coast, Ghana.
2. Establish the extent to which tutors class climate management practice influence students' academic achievement on the distance education programme of the University of Cape Coast, Ghana.
3. Assess tutors' motivational teaching practices influence on students' academic achievement on the distance education programme of the University of Cape Coast, Ghana.
4. To assess the usefulness of the modules and its influence on students' academic achievement on the distance education programme of the University of Cape Coast, Ghana.

5. To find out the challenges, tutors face on the distance education programme of the University of Cape Coast, Ghana.

4.2 General and Demographic Information

This section considered the general demographic data of the participants in line with the return rates of the instruments administered to study participants and the nature of their characteristics.

4.2.1 Response Rate of Instruments Administered

To gather data, questionnaires and interview schedules were used. Two sets of questionnaires were used by tutors (249) and students (373). There were also two sets of interview guides for Regional Coordinators (3) and Heads of departments (4) and the Provost of the College.

Of the 249 tutors that responded to the questionnaire, 204 representing 82%, returned the completely filled in questionnaires. There was a 100% return rate (373) for student respondents. This was so because questionnaires were administered within a specified period (25 minutes) and collected. Data were collected within the month of September 2018. All regional coordinators were interviewed, heads of department as well as the Provost of the College. There was, therefore, a 100% participation rate as well. According to Draugalis, Coons, & Plaza (2008), a response rate of 80% can be generalized and shows how well a sample compares with the population whilst other cite 75% as a minimal to attain.

4.2.2 Socio-demographic Characteristics of Respondents

This section described the socio-demographic characteristics of the respondents who participated in the study. The quantitative data for these characteristics were presented using frequencies and percentages, as well as tables and graphical form. For the qualitative, descriptions were given based on the responses provided. The respondents included regional coordinators, Heads of Department, and Provost all of the College of Distance Education from the University of Cape Coast, Ghana.

The regional coordinators were three (two males and a female) within the ages of 39-47 years. Two out of the three regional coordinators had a master of philosophy degree, whereas the other one had a master of education degree. Although some of the regional coordinators had worked with the College of Distance Education, University of Cape Coast, for more than 12 years, they had occupied their current position as coordinators between 5-8 years. Of the 4 Heads of Departments, three were full -time senior lecturers of professorial status. The Provost is a senior lecturer and a Full Professor. They indicated that they had worked with the university for over 20 years; however, they have spent 3-6 years in their current position. Their ages ranged from 49-60 years.

The respondents also included the tutors and students on the Distance Education Programme, University of Cape Coast. Demographic characteristics of tutors and student respondents were described and jointly presented by sample size; and separately by gender, age bracket and qualification. This was done to give a clear picture of the nature of respondents used for the study.

4.2.3 Background Information on Tutors

The rationale for the demographic information is to determine the if the participants in the study are truly representative of the sample of the target population in a study. Demographics such as participants age, gender educational background are relevant for accurate reporting about participants in research methods, reporting research findings and appropriate generalization (Hammer, 2011 cited in Miller, 2017).

Background information on tutor respondents were provided and is captured in Table 4.1.

Table 4.1: Background information of Tutors (n=204)

Variables		n	%
Gender	Male	165	80.9
	Female	39	19.1
Age Bracket	23 – 32 years	76	37.3
	33 – 42 years	63	30.9
	43 – 52 years	42	20.6
	53 years and above	23	11.3

Source: Primary Data 2018

Majority, 103(50.5%) of the tutors were from Ashanti region. This reflects the number and size of the area under study in terms of the number of study centres and therefore the tutors' population.

Table 4.1 shows the demographic information of tutors who took part in the study. The study revealed that majority 165 (80.9%) of the tutors interviewed were males compared to 39 (14.1%) of their females counterpart. This reveals a clear male dominance of tutor facilitators on the University of Cape Coast (UCC)

distance education programme. This confirms Huong's (2013) position that socio-cultural norms might contribute to women under representation in leadership position. The age bracket of the tutor facilitators in the study area ranged between 23-52 years 181(88.8%). With such a youthful tutor population the university is likely to benefit from the energy they expend in facilitating class interaction on the distance learning programme. It is obvious that people within this age bracket are active and but would need exposure in pedagogy to enhance their practice in the area of adult teaching or facilitation. The academic qualification of tutors were analysed as a classified data. The academic qualification is presented in Figure 4.1.

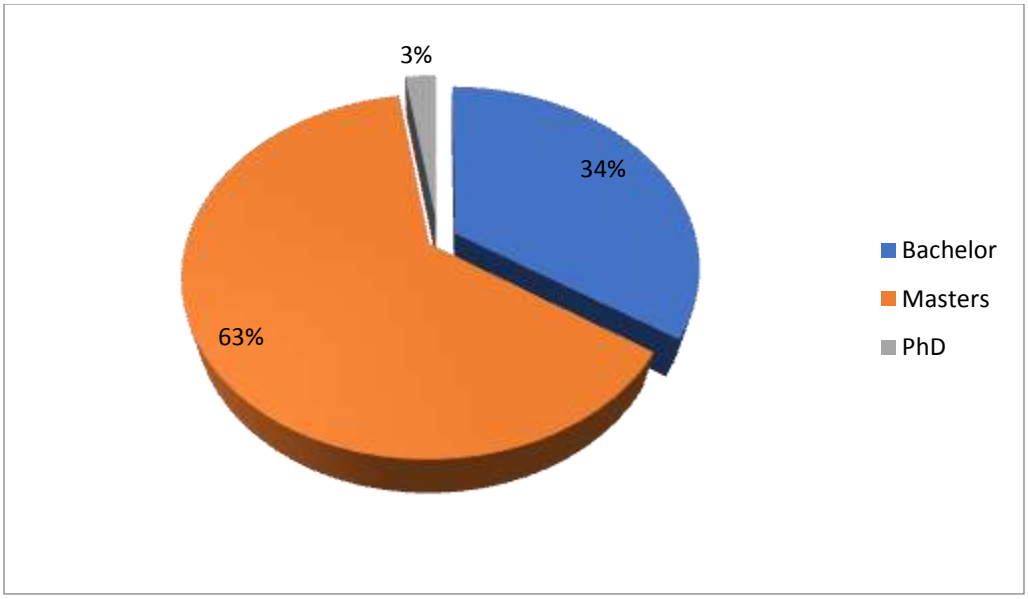

Figure 4.1: Academic Qualification of Tutors

Academic qualification of tutor respondents revealed that 129 (63.2%) and 70(34.4%) of the tutors had masters' and first degrees respectively. This agrees with the university guideline on tutor qualification which requires the part-time

facilitators of the diploma students to have a good first degree (1st Class, 2nd Class Upper and 2nd Lower Division) to qualify them for engagement onto the programme. Though 5(2.5%) of the tutors hold their PhD's. which is seemingly small. In addition, it adds to the quality of facilitation and research as the numbers increase. What it means is that, the tutors who facilitate have the requisite qualification and background to do so and to help improve students learning.

4.2.4 Background Information on Students

Table 4.2 presents information on the background characteristics of the students on the Distance Education Programme.

Table 4.2: Background information of students (n=373)

Variables		n	%
Gender	Male	198	53.1
	Female	175	46.9
Age Bracket	20 – 25 years	179	48.0
	26 – 31 years	138	37.0
	32 – 37 years	48	12.9
	38 – 43 years	4	1.1
	44 – 49 years	4	1.1

Source: Primary Data

Majority 373 (46.1%) of the students were from Ashanti region. Table 4.2 shows the gender composition of the students was made up of 198(53.1%) males and 175(46.9%) females. This perhaps affirms the usual trend of male dominance in most job settings even though the difference is not so prominent. This perhaps

affirms the usual trend of male dominance in higher education institutions even though the difference is not so prominent. This alludes to UNESCO (2010) finding that in Sub-Saharan Africa women are underrepresented in terms of access to higher education with a gross enrolment of ratio of 4.8% women as against 7.3% men.

Majority 179(46.9%) of students were aged between 20-25 years old whereas 138(37.0%) were aged between 26-31 years old. Additionally, 48(12.9%) of the respondents in this category are between the ages of 32-37 years (Table 4.2). Considering the fact that about 99 % of the distance students fall within the age of 20-43 implies that the Ghana Education Service a has a rich source of youthful teaching personnel that is available to work at Primary and Junior Secondary School levels A graphic representation of students' study levels is shown in Figure 4.2.

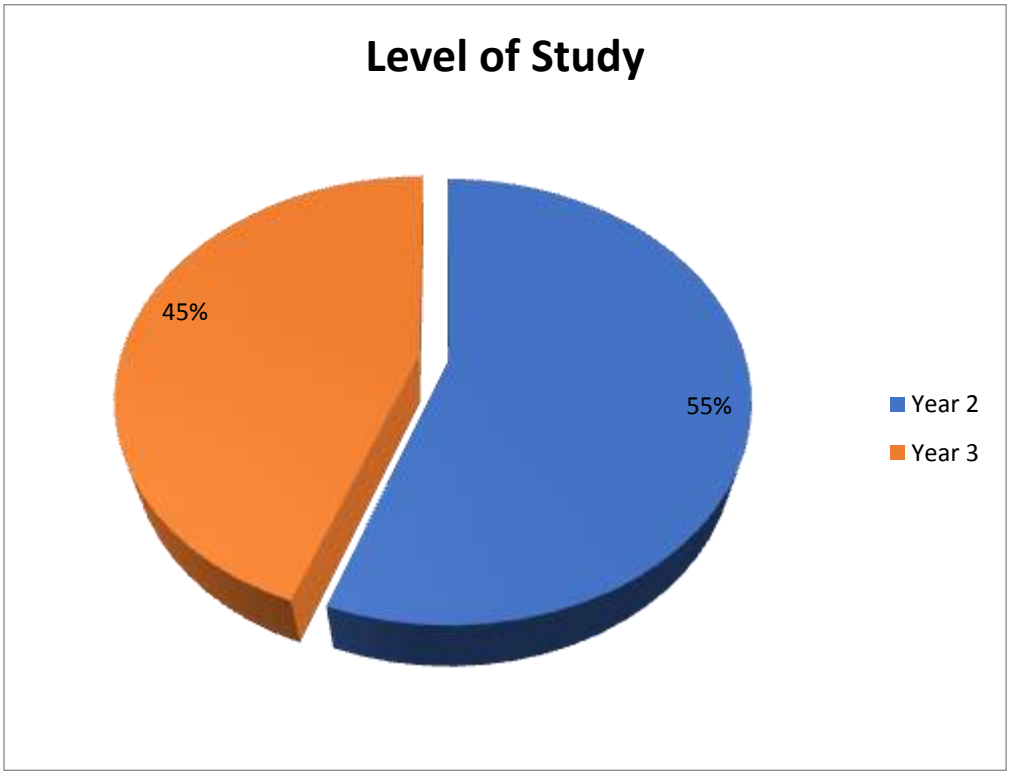

Figure 4.2: Background information of students

The study results indicate that 207(55.5%) of the respondents were second years whilst 166(44.5%) were third years pursuing their diploma in education degrees. It is observed that the second years slightly outnumbered the third year students.

Students' academic achievement

Students' academic achievement was taken in the various study centres where the study was conducted. The academic achievement of students respondents in terms of their Cumulative grade point average were secured and analysed in line with the university's grading procedures to give an idea of the collective trend of the group to inform their academic status on the programme. This is presented in Table 4.3.

Table 4.3: Academic statistic of student respondents

Category	Class Range	Frequency	Percentage
1st Class	3.6-4.0	12	3.2
2nd Class Upper	3.0-3.5	9	2.4
2nd Class Lower	2.5-2.9	5	1.3
3rd Class	2.0-2.4	6	1.6
Pass	1.0-1.9	341	91.4
TOTAL		**373**	**100.0**

It can be observed from Table 4.3, that 12(3.2%) have grades within the 1st class. This is followed by 9(2.4%) with a second class upper division, 5(1.3%) and 6(1.6%) with a third class and a pass range. It is further seen that 341(91.4%) have grades skewed towards a pass. These grades define the quality issues in training programs and informs policy and practice. Grading provides a means of giving feedback on students assessment and trend of performance in an

instructional programme. instructional and provides the basis of certificating students for knowledge and skills acquired as well as predict the likelihood of progressing in education (Brookhart; Cherry & Ellis cited in Carey & Carifio, 2012).

Before analysis for all the objectives were carried out, Likert scale data that was on 5-point scale (Strongly Disagree-1, Disagree-2, Moderately Agree- 3, Agree-4, Strongly Agree-5) was first transformed using SPSS into 3 point scale (1-Deisagree, 2-Neutral and 3-Agree). Both tutors and students responded to items on the following instructional practices(direct teaching, class climate management, motivational teaching strategies) and module usefulness. Mean scores and frequencies of both tutors and students were calculated and interpreted as follows; 2.5-3.0 (high or positive perception); 1.5- 2.4 (fair or neutral); 1.0-1.4 (low or negative perception).

4.3 Direct teaching practices and its influence on students' academic achievement

The first objective of the study sought to assess the extent to which tutors' direct teaching practices influenced students' academic achievement on the distance education programme of University of Cape Coast, Ghana. Respondents responded to a set of items in relations to direct teaching which comprised of lesson planning, delivering lesson, promoting students interaction, stimulating high order skills and assessing students learning on a 5-point Likert scale (Strongly Disagree-1, Disagree-2, Moderately Agree- 3, Agree- 4, Strongly Agree-5).

4.3.1 Influence of direct teaching practice on students' academic achievement

The analysis on the influence of tutors' direct teaching practices on students' academic achievement on the distance education programme of University of Cape Coast was done using Multiple Regression Analysis. Prior to the actual analysis, descriptive analysis was first carried out. The analysis of data on the first objective started with an exploration of the data especially on the predictor variables. The mean scores and percentages of direct teaching practices of tutors were presented for both tutors' and students. Table 4.3 presents the details of the responses.

Table 4.4 Direct teaching practices

	Tutors							Students						
	Mean	Disagree		Neutral		Agree		Mean	Disagree		Neutral		Agree	
		N	%	n	%	n	%		n	%	n	%	n	%
Lesson planning	2.9	1	.5	16	7.8	187	91.7	-	-	-	-	-	-	-
Lesson delivery	3.0	0	0.0	11	5.4	193	94.6	2.9	8	2.1	37	9.9	328	87.9
Promoting interaction	2.9	3	1.5	15	7.4	186	91.2	2.8	13	3.5	62	16.6	298	79.9
Higher order thinking	2.9	1	0.5	23	11.3	180	88.2	2.8	14	3.8	64	17.2	295	79.1
Assessing learning	2.9	0	0.0	13	6.4	191	93.6	2.8	16	4.3	58	15.5	299	80.2

Table 4.4 depicts descriptive statistics on direct teaching practices of both tutors and student. It was observed that with all the means greater or equal 2.8, for both students and tutors it can be deduced that majority of them had a positive perception toward direct teaching or facilitation. A vast majority 193(94.6%) of

tutors and 328(87.9%) of students positively felt that lessons were well delivered, 186(91.2%) of tutors and 298(79.9%) of students positively felt that students interaction was well promoted with 180(88.2%) of tutors and 295(79.1%) of students strongly feeling that tutors stimulated high order thinking. Further, it was clear that majority 191(93.6%) of tutors and 299(80.2%) of the students positively felt that tutors assessed students learning well. This meant that with a well delivered lesson, tutors were clear in their presentation, explanation of concepts, apt with appropriate illustrations, orderly and used good questioning skills. With students assessment they used a lot of formative evaluation techniques, used teacher-made-test and gave prompt feedbacks. On the whole, lesson delivery had the highest mean score (3.0 for tutors and 2.9 for students) association with students' academic achievement. In addition, most 187(91.7%) tutors positively felt that they had planned the lessons clearly before going to class. Students did not report on the planning of lessons by their tutors because that exercise is exclusive to tutors prior to interaction. Responses from the tutors appeared to be consistent with those from the students.

In effect, tutors of College of Distance Education plan their lessons before attending face-to-face sessions. This implies that these tutors had clear and measurable objectives and they also prepared adequately for lessons. It must be noted that the way distance education of the University of Cape Coast was structured allowed for adequate planning of lessons by tutors. Major planning was captured by chief examiners in their write up for the various courses. The role of the tutor then was to master the content and know how to deliver. However, the

study revealed that majority of tutors had strong perception towards lesson planning. This means that tutors ought to have their own lesson plan in order to deliver thus improving academic performance of their students.

Although the modules provide enough foundation for lesson planning, tutors affirmed that they make outlines of what to facilitate, master the content of the module and decide on essential areas to highlight and what to add to during their delivery or interaction with students. This makes a significant impact on lesson delivery. This agrees with Borich cited in Cicek and Tok (2014) that planned activity gives direction to the form and context in terms of content coverage, questions and other forms of interaction within the instructional period.

The type of lesson plan put in place by the College of Distance Education; University of Cape Coast, Ghana is similar to that of Turkey's higher education. This also resulted in Turkey teachers having high lesson planning tendencies. This was revealed in a study by Cicek and Tok (2014) who pointed out the similarities and differences in the lesson plans of United States of America (USA) and Turkey in terms of their function. The study established that in USA and Turkey, lesson plan is prepared at the beginning of the year and submitted to the management at the beginning of the school year. Such lesson plans includes units, topics and coverage with dates. The lesson plan is usually very flexible to accommodate regional differences and pacing during teaching. It stressed that in Turkey, the Ministry of Education puts lesson plans online whilst teachers use the teaching guide to support their practice thus resulting in Tukey teachers having better lesson planning.

Additionally, both tutors and students positively felt that delivery of lessons in the distance education was done fairly well. Since lesson planning was found to be done well, delivery of lesson was in turn expected to be good thus leading to improvement in academic performance of students. The management of the college highly supervises the lesson delivery of tutors in the various centres. This was confirmed in the study by students' positive perception on the facts that lesson delivery was systematic and methodological, and they were clearly communicated to in simple language. This further means that tutors engage students well during lesson delivery. This engaging practice unlike lecturing involves students occupied in discussions, critiquing responses, complementing feedback which develops their high order thinking (Prince, 2007). In an interview, one of the interviewees on the nature of instructional delivery described it as:

> One that depends entirely on modules; that is the print material and students are expected to do advance reading based on the module content. It is this content read that is subjected to discussions when tutors and students meet for face to face interaction. Students are therefore expected to do thorough reading, note down difficult or unclear areas which tutors are expected to clarify to give insight during the interaction. Tutors have a responsibility therefore to master the content in order to be able to facilitate the interaction without difficulty. Tutors are expected to discuss, give opportunities to students to justify responses in order to take hold of the knowledge. They are therefore not expected to teach but to facilitate.

The management also reiterated that most tutors were doing well in terms of their direct teaching practice. When asked about the teaching practices of tutors, they emphasised that:

> Most tutors prepared for the face-to-face sessions and this was seen in their classrooms interaction when management visited them. Most of them had prepared before coming for class interaction but there were instances where some of them only came and read the modules. They have been teaching the courses for a long time thus they had experience and

> therefore, were able to deliver. However the management reported that there were other instances where one or two tutors did not prepare very well and were advised on what they should do.

Though the responses pointed to good teaching practice, the low passes by many may be explained by the mechanism of enrolment. There is the direct entry for those who meet the entry requirements and a remedial programme for others before being examined and enrolled. Though students may go through the access course (remedial programme) based on what is taught and examined, their weaknesses show where they lack the strong foundation and appropriate study skills. There are many others who also excel. The study further observed that both distance learning tutors and students from the University of Cape Coast in Ghana strongly felt that tutors and students respectively promoted students' interaction as well as high order thinking. The importance of doing these could not be ruled out when dealing with adult learners. For Connell and Wellborn's (as cited Reyes, Brackett, Rivers, White & Salovey, 2012), students' interaction creates a classroom emotional climate that encourage bonding, competence as well as autonomy. The classroom is the centre of interaction where students have dialogue around the subject matter (Global Monitoring Report, 2005) especially in a print based distance education programme where the students have limited time for face-to-face interaction.

The findings of this study on student engagement disagree with that of Angus, McDonald, Ormond, Rybarczyk, Taylor and Winterton (2009) who found that about 1,300 students in Western Australia schools are disengaged and idle in class. The reason was that the students were not inspired enough. In the case of

this study, students reported being engaged by their tutors during class. This is a good trend of result since disengagement of students has a deteriorating effect. In a study by Sullivan, Johnson, Owen and Conway (2014) in South Australian, it was reported that students that are disengaged in class exhibit different behaviours such as lateness, irregular attendance and talking without being called which is disruptive and affects academic performance.

The study revealed that majority of tutors and students from Cape Coast in Ghana strongly felt that tutors facilitating on the distance learning programme stimulated high order thinking among students. It is worth noting that tutors in their instructional practice were expected to promote students' interaction; stimulate and develop higher order thinking as required in tertiary education institutions. To do this however, requires tutors to have good pedagogical skills. A number of studies have however, reported poor pedagogical skills among teachers. Shaari, Jamil and Razak (2012), for example, conducted a qualitative study in Malaysia to investigate the productive pedagogical practices among geography teachers in selected secondary schools in Malaysia on four dimensions: intellectual quality, connectedness, supportive classroom environment and recognition of differences. The study found that teachers performed poorly on the four dimensions of productive pedagogy. There were much reduced intellectual quality, connectedness, supportive classroom environment and recognition of different activities in the classroom.

The study also found that students were properly assessed as indicated by tutors and students on what they had learnt. Assessment practices in the College of

Distance Education of University of Cape Coast, Ghana, were largely carried out by the college management. Tutors, therefore, only had the chance to carry out formative assessment whereas the summative was done by the examiners (who double as course writers) appointed by the college. This suggests that tutors used formative assessment to realise students understanding and mastery of subject matter. This was usually done through what was popularly known as Teacher-Made-Test (TMT). TMT was a test developed and conducted by the tutor of a particular course. After administration, the test papers were marked and feedback was provided to the students. Both students and tutors consented that these had been properly done. Just like the findings of this study, Charanjit, Othman, Napisah, Rafiah and Kurotol (2017) found that lecturers in higher education used variant assessment procedures. This study consistently found that different assessment forms were used by the College of Distance Education tutors.

The data from the interviews conducted on heads of department and regional coordinators revealed that majority of the tutors were doing well in terms of direct teaching practice. They however, alluded to the fact that there were others were not doing so well in terms of the policy on facilitation as against teaching. In the view of a head of department giving an overview, he stressed that:

> As a human activity and institution some were bound to falter. There have been moments where tutors have been found to be teaching rather than facilitating interactions. There are times where you find students sit and listen as if stories are being told which project a worrying situation. There are others who show real commitment and mastery to the task of facilitation and that actually helps the students to understand and get involved.

Responding to the need for the tutor intervention by way of facilitation a head of department in the college emphasized that:

> The purpose of this interaction between tutors and students is to help students understand the module content as well as help them address their misconceptions, difficulties and challenges they encounter in their independent reading at home. It is hoped that the tutors or facilitators with superior knowledge background given their qualification and their preparation before class will be able to bring clarity to what student learn. The effectiveness of their instructional practice depends much on what takes place during the face-to-face sessions. Tutors are supposed to go through the units and sessions adopting the discussion mode where issues relating to content come up for discussion. Where tutors come to class to read the text materials as some do, students are discouraged and prefer to stay off from the bi-weekly interactions. This has adverse effect on their performance Tutors in their interaction examine students mastery of content knowledge through questioning, critiquing of responses by colleagues and occasional test that they offer.

The finding that assessment procedures were varied in this study was in line with a Malaysian study by Charanjit, Othman, Napisah, Rafiah and Kurotol (2017) on instructional practices of lectures in higher education which highlights the use of different assessment forms in line with the curriculum content. Their findings showed that assessment procedures of lectures were varied but oral and peer modes of assessment were most prevalent. This is also seen in this study where the College of Distance education of University of Cape Coast makes use of different forms of assessments. The tutors use formative assessment in the form of oral questioning, assignments and Teacher-made-test, whereas the examiners use summative assessments which are quizzes and end-of-semester-examinations. The study further tested this hypothesis:

Ho_1: Tutors' direct teaching has no statistically significant influence on students' academic achievement on distance education programme in University of Cape Coast, Ghana.

A regression analysis was conducted to examine the influence of tutors' direct teaching practices on the academic performance of students. The predictors were lesson delivery, promoting students' interaction, stimulating high order thinking and assessing students' learning. The criterion (dependent) variable was academic achievement using Cumulative Grade Point Average (CGPA). However, before carrying out multiple regression analysis to test whether tutors' direct teaching practices influence academic performance of students, the researcher first checked the assumptions of this data to ensure accurate result was attained as shown. Assumptions tested include: linearity, multicollinearity, and autocorrelation. Both the predictors and the criterion variable were continuous in nature.

Testing for linearity as the first assumption means that one had to find out whether the relationship between the independent and dependent variable form a straight line. This was arrived at by producing a scatterplot of the relationship between each of the independent variable and the dependent variable. Multicollinearity assumption checks or tests whether the independent variables are not too highly related to cause distortions. The assumption of autocorrelation means that errors in a regression model used in analysis need to be independent of each other or should not correlate. A confidence interval of 95% with an alpha level of .05 was used. Tables 4.5, 4.6, 4.7 and 4.8 present the analysis of the results.

Table 4.5: Correlation matrix table

	CGPA	Delivery of Lessons	Promoting students' interaction	Stimulating Higher Order Thinking	Assessing Students' Learning
CGPA	1				
Delivery of Lessons (DL)	.532**	1			
Promoting Students' Interaction (PSI)	.607**	.648**	1		
Stimulating Higher Order Thinking (SHOT)	.615**	.594**	.654**	1	
Assessing Students' Learning (ASL)	.580**	.480**	.628**	.754**	1

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4.5 presents the correlation among the predictors (delivery of lessons, promoting students' interaction, stimulating higher order thinking and assessing student' learning) and the criterion (academic achievement). The analysis shows that there was a significant positive relationship between the variables in this study. The relationship between lesson delivery and students' interaction, for example is .648, lesson delivery and high order thinking is .654, and lesson delivery and assessment of students' learning is .480. The relationship between higher order thinking and assessing students' learning is the highest with a co-efficient of .754.

This relationship is found to be linear and not curvilinear. This suggests that the linearity assumption has not been violated. The result in the range of .480-.754 in

Table 4.5 falls below .90 as indicated by (Pallant, 2010) provides information on the absence of multicollinearity among the predictors. In other words, the relationship among the predictors was not so strong to distort the accuracy of the analysis. Scholars like Pallant (2010) have suggested that the relationship among the predictors for any multiple regression analysis should not be greater than .90. In the case of this study, the relationship among the predictors ranges from .480 to .754. Table 4.6 provides information on the summary of the model on direct teaching practices and academic achievement. Details on the Durbin Watson's test, the multiple correlations and its associated component were reported.

Table 4.6: Model summary on direct teaching practice and academic achievement

Model	Durbin Watson	Std. Error	95% Confidence Interval		R	R^2	Adjusted R^2
			Lowe r	Upper			
1	1.518	.099	.708	1.093	.689	.475	.469

a. Predictors (constant): Assessing students' learning, Delivery of lessons, Promoting students' interaction, Stimulating higher order thinking.
b. Variable: Cumulative Grade Point Average (CGPA)

Table 4.6 shows the analysis results that indicate that the autocorrelation assumption has not been violated. This was evidenced from the Durbin Watson's *d* test which yielded a value of 1.518. If the Durbin Watson value ranges from 1.5 to 2.5, this shows that there is no autocorrelation (Pallant, 2010). The obtained value for this particular analysis (1.518) was in the stipulated range; hence, the assumption was not violated. From Table 4.6 the R represented by .689 indicates a strong positive correlation between the predictor variable (lesson delivery,

promoting students' interaction, stimulating high order thinking and assessing students' learning) and students' academic achievement, indicated by the CGPA. The R^2 explains the variance in students' academic achievement explained by the tutors direct teaching practices. This is often expressed in percentage. However the Adjusted R^2 gives the most accurate estimate contributed by the predictor variable. In this case, tutors' direct teaching practices (lesson delivery, promoting students' interaction, stimulating high order thinking and assessing students' learning) explained 46.9% (multiply .469 by 100) of the variance in students' academic achievement (CGPA).The implication is that 53.1% of the variance was unexplained and could be accounted for by other factors. The other factors could be accounted for by intervening variables and others as stipulated by theory.

Further details were provided in Table 4.7 to test the overall significance of the model in terms of the relationship between direct teaching practice and students' academic achievement using ANOVA. Other details like the sum of squares, degrees of freedom, mean squares and *F*-values were provided to give a clear picture of the model.

Table 4.7: ANOVA test of significance on direct teaching practice.

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	159.814	4	39.953	83.109	.000[b]
	Residual	176.911	368	.481		
	Total	336.725	372			

a. Dependent Variable: CGPA

b. Predictors: (Constant), Assessing students' learning, Delivery of lessons, Promoting students' interaction, Stimulating higher order thinking

As shown in Table 4.7, the result indicates that the overall model made up of DL, PSL, SHOT and ASL as predictor and academic achievement as criterion was statistically significant F(4, 368)= 83.109, CI (.708, 1.093 in Table 4.6); p<.001.This means the predictors of direct teaching practices come together to explain students' and that the regression model variables significantly predicts the degree to which the independent variables influence academic achievement. This further implies that the null hypothesis which stated that there was no statistically significant influence of tutors' direct teaching practice on students' academic achievement on the University of Cape Coast distance education programme was rejected. It is thus concluded that the overall model consisting of delivery of lessons, promoting students' interaction, stimulating higher order thinking and assessment students' learning was statistically significant. This implies that direct teaching practice statistically and significantly provide some meaningful information about students' academic performance. Specifically, lesson delivery had the highest influence in terms of contribution of the sub items variables of direct teaching to students' academic achievement.

In Table 4.8, the individual contributions of the predictors to the criterion were identified. Information on the unstandardized *b*, standardised beta, t-values, p-values and the confidence interval were provided.

Table 4.8: Coefficients of direct teaching practices on academic achievement

	B	Beta	Std. Error	T	Sig.	95% Confidence Interval	
						Lower	Upper
(Constant)	-3.231		.367	-8.80	.001	-4.023	-2.632
Delivery of Lessons (DL)	.202	.151	.066	3.06	.003	.081	.347
Promoting students' interaction (PSL)	.302	.246	.059	5.12	.001	.187	.415
Stimulating higher order thinking (SHOT)	.290	.226	.070	4.14	.001	.156	.431
Assessing students' learning (ASL).	.206	.183	.056	3.68	.001	.095	.318

a. Dependent variable; CGPA

Results, as shown in Table 4.8, found that all the dimensions of direct teaching practices were significant predictors of students' academic performance. Promoting students' interaction was found as the strongest significant predictor of students' academic performance, b=.302, t=3.68, CI (.187, .415), p=.001. This was followed by stimulating higher order thinking, b=.290, t=4.14, CI(.156, .431), p=.001. Assessing students learning was the third strongest significant predictor of students' academic performance, b=.206, t=3.68, CI(.095, .318), p=.001. The least significant predictor of students' academic performance in this study was lesson delivery, b=.202, t=3.06, CI(.081, .347), p=.003.

From the preceding, SAA= -3.231+ 0.202(DL) + 0.302(PSI) + 0.290(SHOT) + 0.206(ASL) +e. This was fit into a formula to give the following equation:

$Y= \alpha + \beta_1X_1 +\beta_2X_2 +\beta_3X_3 +\beta_4X_4 +e$

Where 'y' represents the expected value of the dependent variable, 'α' is the predicted value of academic achievement where X_1 is zero, $\beta_1, \beta_2, \beta_3, \beta_4$ are the influence on academic achievement with a unit change in the independent variables(direct teaching practice) of X_1, X_2, X_3, X_4 respectively. In the formula, 'e' indicates the influence of other factors on academic achievement that were the subject of this study.

The 'constant' shown by the predicted value of SAA if delivery of lesson is zero, is -3,231. From Table 4.8, the regression weights (Beta) show that the amount of increase in the dependent variable (academic achievement) associated with a unit change in the predictor variable. A unit change in lesson delivery, promoting students' interaction, stimulating high order thinking and assessing students' learning; students' academic achievement increased by .202, .302, .290 and .206 respectively indicating the magnitude of the predicted change in academic achievement.. The examination of the beta weights was necessary to establish the individual contribution of the subscale predictors to students' academic achievement.

The implication of this finding is that when tutor facilitation is enhanced through the indicated predictors constituting the subscale variables as discussed, students were bound to improve on their academic performance especially when tutors are able to facilitate in a way to stimulate or engender interaction amongst students. Literature has indicated that teaching involves engaging students in learning activities other than presenting information to them make the most impact

(Christensen, Garvin & Street in Hyun, Ediger & Lee, 2017). The engaging practice unlike a lecture involves students involved in discussions, critiquing responses and complementing feedback which develops their high order thinking **(Prince, 2004).**

In an interview session, one of the heads of departments indicated when asked to comment on how tutor facilitation influenced students' academic achievement that:

> If the tutors were not there to explain some concepts, principles or the things students learnt but did not understand most students would have lost interest in learning and that would have been a big challenge. Their academic performance on the programme would have been so bad Their facilitation is critical in the success of students' academic work. So the arrangement put in place has actually influenced their academic performance positively despite the challenges.

To the question of how important facilitation contributed to students learning another respondent also indicated that:

> Direct teaching practice or facilitation helps improve students learning as tutors would have to explain difficult concepts students did not understand during their independent reading at their homes. The biweekly face-to-face sessions using the module as a primary technology therefore tend to help them greatly in their learning. Where students tend to stay home and do not report to face to face sessions organised to support their learning and think they can study on their own, they tend not to do well. Tutor facilitation therefore impact positively on students' performance.

Direct teaching practices of facilitators significantly influence students' academic performance most strongly through the promotion of students' interaction(the highest predictor), followed by stimulating higher order thinking, assessing students' learning and delivery of lessons respectively. This trend of result means that delivering lessons alone do not have a high effect on students' academic performance unless tutors promote students' interaction and as well promote

higher order thinking during the delivery practice. The implication for instructional effectiveness and the impact it makes on learning is obvious when tutor lacks the technique and skill t**o** enhance students' engagement to influence their students' academic performance.

It is important to stress that a larger proportion of the distance education students in the University of Cape Coast are adult learners and need less of just delivering lessons, especially where they independently study the course modules at their disposal. Tutors need to promote interaction in class on the subject by encouraging critiques, justification of response to stimulate their higher order thinking. This explains why these two dimensions (promoting students' interaction and stimulating higher order thinking) of direct teaching practice are the most significant predictors of academic performance of distance education students in the University of Cape Coast.

Studies confirm that the direct teaching practice is noted to outweigh other variables such as students' intellectual ability, previous knowledge, family background and the school environment in influencing improved students learning success (OECD, 2012). This means that teachers who were able to promote students' interaction and as well stimulate higher order thinking, have higher probability of stimulating students' intellectual ability to influence students' performance.

4.4 Influence of tutors' class climate management on the students' academic achievement.

The second objective assessed tutors' class climate management and its influence on the academic performance of students on the distance education programme of University of Cape Coast, Ghana. Tutors and students responded to a number of items in relations to classroom climate management which comprised setting expectations, stimulating class interaction and managing class space and time. on a 5-point Likert scale (Strongly Disagree-1, Disagree-2, Moderately Agree- 3, Agree- 4, Strongly Agree-5).

As part of the preliminary analysis, mean scores of both tutors and students on the four dimensions of tutors' class climate management (setting expectations, stimulating class interaction and managing class space and time) were obtained and calculated as a continuous score presented and interpreted before the regression analysis. The actual analysis, looking at the influence of tutors' class climate management on the academic achievement of students on the distance education programme of University of Cape Coast, was done using Multiple Regression Analysis. The analysis of data on the second objective starts with an examination of the data, especially on the predictor variables. Table 4.9 present the details of the results.

Table 4.9: Tutors' classroom climate management

		Tutors							Students					
Classroom climate management	**Mean**	**Disagree**		**Neutral**		**Agree**		**Mean**	**Disagree**		**Neutral**		**Agree**	
		n	**%**	**n**	**%**	**n**	**%**		**n**	**%**	**n**	**%**	**n**	**%**
Setting expectations	2.9	1	.5	26	12.7	177	86.8	2.3	39	10.5	193	51.7	141	37.8
Stimulating class interaction	3.0	1	.5	9	4.4	194	95.1	2.8	15	4.0	41	11.0	317	85.0
Managing class space and time	3.0	1	.5	9	4.4	194	95.1	2.8	13	3.5	61	16.4	299	80.2

Table 4.9 depicts analysis on tutors' classroom climate management. This has been reported by both students and tutors. While majority 177(86.8%) of tutors strongly felt that they had set expectations for their students (mean=2.9), majority 193(51.7%) of the students neither agreed nor disagreed with the fact that teachers had set expectation for their students (mean=2.3). This implies that although teachers reported that they had set expectations for their students, half of the students interviewed reported that they were not aware of the set expectation or that they themselves had not set any expectation. It was observed that with mean greater than 2.8 for the two statements (stimulating class interaction and managing class space and time), majority of tutors and students had positive perception towards them. A vast majority 194(95.1%) of tutors and 317(85.0%) of students positively felt that their tutors stimulated class interaction with 194(95.1%) of tutors and 299(80.2%) of students strongly feeling that tutors managed class space and time well.

It appeared from the results that students and tutors on the distance education programme of the University of Cape Coast differed on the view that tutors set high expectation but positively felt that they stimulated class interaction and

managed space and time well in the facilitation process except for the fact that students had neutral perception in relation to tutors setting of expectation.

The results as discussed from Table 4.9 point to a positive class climate management during the face-to-face sessions. This suggests that tutors established rules to guide face-to-face interaction, construct knowledge based on what students know and present challenging learning tasks to students to enhance interaction. Again, tutors encouraged cooperative learning, social learning and effective interaction among students to improve learning.

Generally, it indicates that tutors of the distance education programme of the University of Cape Coast effectively manage their climate to promote dialogue around the content. This provides opportunities for students to engage in active learning during class sessions (Pascarella, Seifert & Blaich, 2010). This finding was inconsistent with the observations of Nabors, Michael, Miller and Metz as cited in Cassum and Gul (2016) noted that in several higher learning institutions, opportunities are often limited by fixed time schedules on the timetable, content coverage; interest of students and large class sizes. This, from their view, disengages active classroom learning and makes students' passive learners because class activities are not learner-centred.

The findings of the study corroborate with the findings of Chin and Daud as cited by Ganyaupufu (2013), who found that teaching should not merely be an avenue for making rules and passing on information but should actively engage students as primary contributors to knowledge and that teaching and learning is effective when the flow of knowledge does not move from lecturer to students but the other

way round. The results of this study suggests that tutors did well to actively engage students in classroom learning even though tutors spend relatively limited contact on lesson time with students. This was a good practice on the part of the tutors because this helped to develop students' critical thinking which agrees with Sangestani and Khatiban (2013) finding that students' academic achievement and problem s skills solving ere better when active learning strategies were used, showing that alternative learning strategy strengthens students' critical thinking and problem solving skills (in Cassum & Gul, 2016). In line with this objective the following null hypothesis was tested:

H_{02}: **Tutors' class climate management has no statistically significant influence on students' academic achievement on distance education programme in University of Cape Coast, Ghana.**

The regression analysis was conducted to examine the influence of classroom climate management on the academic performance of students. The predictors (independent) were setting expectations, stimulating class interaction, and managing class space and time. The criterion variable was students' academic achievement using Cumulative Grade Point Average (CGPA). Both the predictors and the criterion variable were continuous in nature.

Before the multiple regression analysis was carried out, a number of assumptions were tested to ensure accurate result was attained. Assumptions tested included: linearity, multicollinearity, and autocorrelation. A confidence interval of 95% with an alpha level of .05 was used. Tables 4.10, 4.11, 4.12 and 4.13 present the analysis of the results.

Table 4.10: Correlation matrix for the variables

	CGPA	Setting high expectation	Stimulating classroom interaction	Managing class space and time
CGPA	1			
Setting high expectation	.578**	1		
Stimulating classroom interaction	.645**	.760**	1	
Managing class space and time	.628**	.604**	.753**	1

** Correlation is significant at the 0.01 level (2-tailed).

Table 4.10 present the correlation among the predictors (setting expectations, stimulating class interaction, and managing class space and time) and the criterion (academic achievement). The analysis shows that there was a statistically significant and positive relationships among the variables under class climate management. This relationship was found to be linear which implies that the linearity assumption has not been violated.

The analysis result indicated that the autocorrelation assumption had not been violated. This was evidential from the Durbin Watson's *d* test which yielded a value of 1.084. The value ranges from 1.5 to 2.5 shows no autocorrelation (Pallant, 2010), implying that the obtained value for this particular analysis was within the stipulated range. Hence, we deduce that the assumption was not violated. Information on the multicollinearity among the predictors indicated that there was the absence of multicollinearity among the predictors. In other words, the relationship among the predictors were not so strong to distort the accuracy of the analysis. Scholars like Pallant (2010) have suggested that the relationship

among the predictors for any multiple regression analysis should not be greater than .90. In the case of this study, the relationship among the predictors ranges from .578 to .760. The relationship between setting high expectation and stimulating classroom interaction, for example was .760, setting high expectation and managing class space and time was .604, and stimulating classroom interaction and managing class space and time was .753. None of the correlation co-efficient was greater than .90.

Table 4.11 further provides information on the summary of the model. Details on the Durbin Watson's test, the multiple correlation and its associated component were presented. The value of R(.691) in the model summary shows a strong positive relationship between class climate management (predictor variable) and the dependent variable (students' academic achievement (CGPA)). This means when class climate practices are enhanced it increased the level of students' academic performance. The value of R^2(.477) as indicated shows the proportion of the variance in the dependent variable explained by the predictor variable.

Table 4.11: Model summary of class climate management influence on academic achievement

Model	Durbin Watson	Std. Error	95% Confidence Interval		R	R^2	Adjusted R^2
			Lower	Upper			
1	1.084	.691	.757	1.157	.691	.477	.473

Predictors (constant): setting expectation, stimulating classroom interaction, managing class space and time.
Criterion Variable: Cumulative Grade Point Average (CGPA)

However the Adjusted R^2(.473) gives the most accurate contribution of the predictor variable to the dependent variable, it means that 47.3% (.multiply .473 by 100) of the variance in students' academic performance (CGPA) could be explained by the predictor variable. By implication, 52.7% of the variance is unexplained and can be accounted for by other factors outside the scope of the study.

Further details were provided in Table 4.12 to test the overall significance of the model on the relationship between class climate management and academic achievement using ANOVA. Other details like the sum of squares, degrees of freedom, mean squares and *F*-values were further established to give clarity to the model.

Table 4.12: ANOVA test of significance on class climate management on academic achievement.

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	160.663	3	53.554	112.242	.000[b]
	Residual	176.062	369	.477		
	Total	336.725	372			

a. Dependent Variable: CGPA
b. Predictors: (Constant), Managing class space and time, Setting high expectation, Stimulating classroom interaction

As shown in Table 4.12, the result makes it clear that the overall model consisting of setting expectation, stimulating class interaction, and management of class space and time as predictors and academic performance as criterion was

statistically significant, F(3, 369)= 112.242, CI (.757, 1.157), p<.001. This implies that the predictors of class climate management come together to provide some meaningful information about students' academic performance. It means that the variables used in the regression model significantly predicts the degree to which class climate management affect students' academic achievement. Thus with a p-value of .001 it can be concluded there was a statistically significant influence of class climate management on students' academic achievement rejecting the null hypotheses. This implies that class climate management can enhance students' academic achievement on the distance learning programme of university of Cape Coast.

The study further looked at the coefficient of the independent variables. In Table 4.13, the individual contribution of the predictors to the criterion were identified. Information on the unstandardized *b*, standardised beta, t-values, p-values and the confidence interval were provided.

Table 4.13: Coefficients of class climate management on academic achievement.

	B	Beta	Std. Error	t	Sig.	95% Confidence Interval	
						Lower	Upper
(Constant)	-3.137		.368	-8.52	.001	-4.011	-2.493
Setting high expectation (SHE)	.257	.163	.070	3.67	.001	.125	.407
Stimulating classroom Interaction (SCI)	.366	.279	.082	4.46	.001	.226	.549
Managing class space and time (MCST)	.410	.323	.060	6.83	.001	.302	.533

Results, as shown in Table 4.13, found that all the dimensions of classroom climate management were significant predictors of students' academic performance. Managing class space and time was found as the strongest significant predictor of students' academic performance, b=.410, t=6.83, CI (.302, .533), p=.001. This was followed by stimulating classroom interaction, b=.366, t=4.46, CI(.226, .549), p=.001. Setting high expectation was the third strongest significant predictor of students' academic performance, b=.257, t=3.67, CI(.125, .407), p=.001. The 'constant' as shown in Table 4.13, means that when the predicted value of students' academic achievement (SAA) if setting expectation is zero is -3.137. The regression weight shown by a change in the outcome variable (SAA) associated with a unit change in the predictor variables (setting high

expectation, stimulating classroom interaction and managing class space and time) are .257, .366 and .410 respectively. Placing this in an equation:

Students' academic achievement = -3.137 + 0.257(SHE) + 0.366(SCI) + 0.410(MCST)

$Y = \alpha + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + e$; where Y is the predicted influence of the multiple regression on SAA; β is the predicted academic achievement if SHE, SCI and MCST are zero; X_1 = setting high expectation; X_2 = stimulating classroom interaction; X_3 = managing class space and time; e =other variables which may influence the dependent variable.

During the interview session, it was made clear that tutor's classroom climate management influenced students' ability to work. Answering a question on why the classroom need to be managed for class interaction regional coordinators had this to say:

> If the classroom climate was tense, not welcoming, or the tutors were not having cordial relationship with the students, it will not auger well for effective learning and lesson facilitation will be affected negatively. The expectation was that we should have class that was devoid of tension and relaxing where the students would not have any fear expressing themselves. We have always urged tutors to ensure that they do the right thing, not to do anything that would frighten the students, but to ensure that students could sit comfortably in the class and contribute. And no contribution should be deemed unimportant. Whatever the student says; even if not good, or appropriate, we encourage the tutor to find a way not to dehumanize or to let the student dignity be damaged. And so I will say that yes if the relationship is pleasant it goes a long way to promote effective teaching and learning.

The management further affirmed that:

> Classroom climate management in the context of adult learners was very important because the students who double as workers, parents had very sensitive emotions that needed to be managed. It was common to find students going in and out to make and receive calls from their children, partners, work place bosses or colleagues and all these need to be

> managed for serene class interaction and its repercussion on learning. This has implications for depth of coverage, quality of interaction and eventually its impact on learning.

Managing class space and time, stimulating class interaction, and setting expectation were found as significant factors that influence students' academic performance. This probably may be as a result of the fact that the nature of distance education in the University of Cape Coast was different from the regular classes. Since learners were mostly adults, the tutor was required not to only manage class space and time, but also stimulate class interaction and set expectation. The weekend face-to-face was such that tutors did not have enough time to spend with the learners. For a three credit course, tutors meet students three hours each time they met. For the whole semester, the face-to-face interaction last for 18 hours (6 meetings of three contact hours per the bi-weekly session).

The findings of the study was consistent with that of Jepketer, Kombo and Kyalo (2015), who examined how Kenyan teachers' classroom management strategy influenced students' performance in public secondary schools in Nandi County. The findings established that teaching strategies including teaching methods used in the management of students' disciplinary issues, provisions of regular assessment and feedback influence academic achievement. It concludes that teachers who engage students in a variety of teaching and learning activities, prevent them from engaging in disruptive behaviour. Just like the findings of Jepketer et al. (2015), this study found that class climate management practices of

tutors of University of Cape Coast education programme significantly influenced students' academic performance.

The findings of this study was supported by a meta-analysis of 167 studies in Cyprus that found that a good structured lesson serve as an effective framework for students learning with an effect size of 0.53 as this gives students a sense of direction to help them meet expectations as well as get them comported in class (Kyriakides et al. 2013)

4.5 Influence of tutors' motivational teaching practices on students' academic achievement.

The third objective of this study assessed tutors' motivational teaching practices' influence on students' academic performance on the distance education programme of University of Cape Coast, Ghana. The objective sought to find out the extent to which tutors facilitation practice improved students' ability to do well academically on the distance learning programme. Both tutors and students responded to a number of items in relations to tutors' motivational teaching practice which includes; providing models of learning, content relevance, persuading students' learning and using engaging teaching methods. All the items were measured on a 5-point Likert scale (Strongly Disagree-1, Disagree-2, Moderately Agree- 3, Agree- 4, and Strongly Agree-5). Prior to the main analysis, mean scores of both tutors and students were presented and interpreted on the tutors' motivational teaching practice. To determine their perception towards the same. Multiple regression analysis was run to examine the influence of tutors'

motivational teaching practice on the academic achievement of distance education students of University of Cape Coast, Ghana.

The analysis of data on the third objective explored data especially on the predictor variables. The composite mean scores of tutors' motivation teaching practices were presented for both tutors' and students' responses and aligned to the means for interpretation.

Table 4.14: Tutors' motivational teaching practice

Motivational practice	Tutors							Students					
	Mean	Disagree		Neutral		Agree		Mean	Disagree		Neutral		Agree	
		n	%	n	%	n	%		n	%	n	%	n	%
Providing models of Learning	2.9	1	.5	11	5.4	191	94.1	2.8	8	2.1	43	11.5	322	86.3
Content relevance	2.9	1	.5	11	5.4	191	94.1	2.8	12	3.2	50	13.4	311	83.4
Persuade students' learning	3.0	1	.5	9	4.4	193	95.1	2.8	14	3.8	43	11.6	315	84.7
Using engaging teaching methods	2.9	1	.5	11	5.4	190	94.1	2.7	19	5.1	60	16.1	294	78.8

Results in Table 4.14 highlights the views of tutors and students on tutors' motivational teaching practice. The result indicates that a vast majority 191(94.1%) of tutors and 322(86.3%) of students positively felt that tutors provided models of learning (Mean = 2.9 and 2.8 for tutors and students respectively). It was further revealed that majority 191(94.1%) of tutors and 311(83.4%) of students strongly felt that the content provided by tutors was very relevant (mean=2.9 and 2.8 respectively) whereas 193 (95.1%) of tutors and 315(84.7%) of students positively felt that tutors persuaded students learning.

Finally, majority 190(94.1%) of tutors and 294(78.8%) of students positively felt that tutors were using engaging teaching methods.

The findings of the study showed a consistent trend of response from students and tutors. This implied that students and tutors agreed to tutors providing models for learning, ensured content relevance, persuaded students' learning and used engaging teaching methods. This results speaks to the fact that tutors encouraged the sense of humour in class discussion to relax and encouraged keen class participation, stressed the relevance of topics taught, created interest and the desire to learn to boost students' performance. Aragon and Johnson; Doherty; Holder; Roblyer cited in Puspitasari (2012) have said that these served as a motivation to adult learners and as well helped distance education students to cope with learning, parenting, job place and other social responsibilities. Students persist in distance learning when motivated through facilitation.

The results of this study on student engagement was consistent with the findings of Ross (2011) which showed that teachers have employed variety of teaching strategies for students to improve on their performance in Africa. This, according to Stoop as cited in Jepketer et al. (2015), was done by way of recognizing students' differences, fostering clear communication between teacher and student, collaborating learning and providing feedback to students to take hold of their learning. In the case of distance education of University of Cape Coast, tutors did well to use motivational teaching strategies to interact with students. Adult learners who double as workers were encouraged to persist in their study as content is facilitated is made relevant to their job as student-teachers. Such

application of content relevance, sharing of personal experiences whip up their desire to learn for improved academic performance. In line with the objective on the influence of motivational teaching practice a null hypothesis was as well tested:

Ho_3: **Tutors' motivational teaching practice has no statistically significant influence on students' academic achievement on distance education programme in University of Cape Coast, Ghana.**

The regression analysis was conducted to examine the influence of tutors' motivational teaching practices on the academic performance of distance students. The predictors were; providing models of learning, content relevance, persuading students' learning and use of engaging teaching methods. The dependent variable was students' academic achievement using Cumulative Grade Point Average (CGPA). Both variables were continuous in nature.

Prior to the analysis, a number of assumptions were tested to ensure accurate result was attained. Assumptions tested include: linearity, multicollinearity, and autocorrelation. A confidence interval of 95% with an alpha level of .05 was used. Tables 4.15, 4.16, 4.17 and 4.18 present the analysis of the results.

Table 4.15: Correlation matrix for the variables

	CGPA	Providing models for learning	Ensuring content relevance	Persuading students learning	Use engaging teaching materials
CGPA	1				
Providing models for learning	.609**	1			
Ensuring content relevance	.621**	.775**	1		
Persuading students' learning	.587**	.784**	.760**	1	
Use engaging teaching materials	.640**	.625**	.612**	.700**	1

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4.15 presents the correlation among the predictors (providing models of learning, content relevance, persuade students' learning and use of engaging teaching methods) and the criterion (students' academic achievement). The analysis shows that there was a statistically significant and positive relationships among the variables. This relationship was found to be linear which implies that the linearity assumption has not been violated.

The result further indicated that there was the absence of multicollinearity among the predictors. In other words, the relationship among the predictors were not so strong to distort the accuracy of the analysis. Scholars like Pallant (2010) have suggested that the relationship among the predictors for any multiple regression

analysis should not be greater than .90. In the case of this study, the relationship among the predictors ranges from .612 to .784. The relationship between providing models for learning and ensuring content relevance, for example was .775, between provision of models for learning and ensuring content relevance was .760, and between provision of models for learning and using engaging teaching materials was .625. The relationship between providing models for learning and persuading students' learning was the highest with a co-efficient of .784. Table 4.16 provides information on the summary of the model. Details presented include: Durbin Watson's test, the multiple correlation and its associated component.

Table 4.16: Influence of motivational teaching practice on academic achievement

Model	Durbin Watson	Std. Err.	95% Confidence Interval		R	R^2	Adjusted R^2
			Lower	Upper			
1	1.551	.100	.732	1.120	.711	.505	.500

Predictors: (Constant), Use engaging teaching materials, Ensuring content relevance, providing models for learning, Persuading students learning
Criterion Variable: Cumulative Grade Point Average (CGPA)

Analysis shown in Table 4.16 indicates that the autocorrelation assumption has not been violated. This was evidential from the Durbin Watson's *d* test which yielded a value of 1.518. The value of the *d* test ranges from 0-4. Values from 1.5 to 2.4 shows no autocorrelation. The obtained value for this particular analysis (1.551) was in the stated range. Hence, the assumption was not violated.

From Table 4.15, the 'R'(.711) with a p-value of .001 there is a strong positive relationship between motivational teaching practices (the predictor variable) and the (CGPA) the dependent variable. This implies that increased levels of motivational teaching strategies resulted in increased academic achievement. It represents the correlation between the variables. This indicates a strong relationship between the predictor (motivational teaching practice) and the outcome variable (CGPA) The R^2 (.505) on the other hand denotes the proportion of the variation of the dependent variable that could be explained by the independent variable(motivational teaching practice). The Adjusted '$R^{2'}$(.500) gave the most reliable contribution and is important for drawing any conclusion. It can therefore be concluded that tutors' motivational teaching practices (i.e. providing models of learning, content relevance, persuade students' learning and use of engaging teaching methods) accounts for 50.0% (multiply .500 by 100) of the variance in students' academic performance (CGPA). This implies that 50.0% of the variance were unexplained and were are attributable to other factors. This indicates a significant influence of the variable on students' performance. It also means that when these variables are enhanced through capacity building its effect size will be much more pronounced. In a related study that determined the effect size of motivation on student achievement using 205 studies, it was concluded that motivation had a low effect size on academic achievement (Yazici and Altun, 2013). This finding supports that of this study though the effect size in the current study seem to be significant in terms of the influence. To test the overall significance of the model and confirm the significance of the relationship between

tutors motivational teaching practices and distance education students' academic achievement Analysis of variance (ANOVA) was carried out as shown in table 4.17.

Table 4.17: ANOVA test on motivational teaching practice on academic achievement

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	170.202	4	42.551	94.033	.000[b]
	Residual	166.522	368	.453		
	Total	336.725	372			

a. Dependent Variable: CGPA
b. Predictors: (Constant), Use engaging teaching materials, Ensuring content relevance, Providing models for learning, Persuading students learning

It was clear that the overall model on tutors motivational teaching practice and distance students' academic performance was statistically significant, F(4, 368)= 94.033, CI (.732, 1.120), p=001. This implies that the predictors together provides have great influence on distance education students' academic performance and that the regression model could be used to significantly predict the degree to which motivational teaching practice influence students' academic achievement.

In Table 4.18, the individual contribution of the predictors to the criterion were identified. Information on the unstandardized *b*, standardised beta, t-values, p-values and the confidence interval were provided.

Table 4.18: Coefficients of motivational teaching and its influence on academic achievement.

	B	Beta	Std. Error	t	Sig.	95% Confidence Interval	
						Lower	Upper
(Constant)	-3.481		.413	-8.43	.001	-4.446	-2.768
Providing models for learning	.277	.191	.082	3.30	.003	.127	.444
Ensuring content relevance	.347	.261	.062	5.60	.001	.228	.472
Persuading students learning	-.032	-025	.067	-.48	.611	-.163	.100
Use engaging teaching materials	.474	.379	.055	8.62	.001	.373	.590

a. Dependent variable; CGPA

It was found that all the items of motivational teaching practices (providing models of learning, content relevance, persuade students' learning and use of engaging teaching methods) statistically and significantly influenced distance education students' academic performance. Use of engaging teaching materials was found as the strongest significant predictor of academic performance, b=.474, t=.8.62, CI (.373, .590), p=.001. This was followed by ensuring content relevance, b=.347, t=5.60, CI(.228, .472), p=.001. Providing models for learning was the third strongest significant influence of academic performance, b=.277, t=3.30, CI(.127, .444), p=.003. However, Persuading students learning was found as a non-significant predictor of students' academic performance, b=-.032, t =-.48, CI(-.163, .100), p=.611.

When asked about the need to motivate the distance learners, a regional coordinator had this to say:

> Motivation is important for the distance learners as adults student and this is because quite a number of them are overwhelmed by their work schedules, their social responsibilities and for some their role as parents which blend with learning. The facilitation process therefore has to create excitement in students to learn. It must be said that most of these students may not be adequately motivated due to years of minimal academic work, long period of stay out of school and their engagement in the job market. Such people need teaching strategies that spur them on. Delivery strategies that give insight and engage students to interact to whip up their confidence when they realize their capabilities. Motivating them through the use of certain facilitation strategies is deemed to be central as far as tutor interactions are concerned.

The findings of the study is consistent with a study by Tella (2007) who investigated the impact of motivation on students' academic achievement in Mathematics in Nigerian secondary schools. The result showed that motivating students had an impact on their academic achievement in secondary school students. This study also found that tutors' motivational practice was a significant predictor of students' academic performance. Despite the discrepancies in the population of the two studies, the results supports each other. That is, whereas this study is conducted among university distance learners Tella's (2007) study was carried out in secondary schools. It must be pointed out that these two groups of people have different characteristics and as such different motivational strategies were used in each of the study. But the baseline was that motivational strategies or practices at any of the two levels influence students' academic performance.

In another study by Guilloteaux and Dornyei (2008) on motivational teaching strategies it was found that teachers' motivational practice is associated with improved levels of learners' motivated learning behaviours. Cheng and Dornyei

(2007) had similar findings which seem to suggest that motivational teaching methods influence adult learners on distance learning. Research on adult students have established that motivated adult learners show interest in activities and strategies that enhanced their learning and reduced anxiety.

4.6 Influence of perceived module usefulness on students' academic achievement.

The study objective sought to assess the usefulness of the module and how its perceived usefulness influenced students' academic achievement on the distance education programme of University of Cape Coast, Ghana. Responses were taken from both students and tutors. The responses of the students were further used against their academic performance to find out how the perceived module usefulness was related to their academic performance. With this, mean and simple regression analysis were used to analyse the data to answer the research question.

Tables 4.19 and 4.20 presents the mean of the data to provide information on the usefulness of the module used by the distance education students. Whereas the first table presents the responses by the students, the next table highlights the responses by the tutors. All the items were measured on a 5-point Likert scale (Strongly Disagree-1, Disagree-2, Moderately Agree- 3, Agree- 4, Strongly Agree-5). Which was then transformed to 3-point Likert scale. The estimated mean value was used to interpret the response category that range from 2.5-3.0 (high or positive perception); 1.5-2.4 (fair Neutral); 1.0-1.4 (low negative perception),

Table 4.19: Students response on perceived module usefulness on their academic achievement (n=373)

Module	**Mean**	**Disagree**		**Neutral**		**Agree**	
		n	%	n	%	n	%
Well organized	2.5	73	19.7	70	18.9	228	61.5
Give direction	2.8	26	7.0	35	9.4	311	83.6
Contents interactive	2.7	31	8.3	42	11.3	299	80.4
Has link to my work situation	2.6	29	7.8	74	19.9	269	72.3
Has depth and coverage	2.7	21	5.6	53	14.2	298	80.1
Interesting to read or study	2.6	40	10.8	76	20.4	256	68.8
Content is clear, provides insight	2.6	26	7.0	81	21.8	265	71.2
Content is enough, sufficient for exams	2.7	25	6.7	66	17.7	281	75.5
Form basis for Quizzes and Examination schedules	2.7	27	7.3	55	14.8	289	77.9
Continuous assessment methods are good	2.7	31	8.4	64	17.3	276	74.4
Important for academic performance	2.8	10	2.7	40	10.8	319	86.4

Table 4.19 presents the summary of students' perception on module usefulness. The analysis result gave a mean of 2.5 and above in all the statements mentioned on module usefulness indicating that they had positive perception towards them. Majority 228(61.5%) of students positively felt that the modules were clear and well organized (mean-2.5), 311(83.6%) of the students positively felt that the objective of each unit or section was well indicated (Mean=2.8), 299(80.4%) of them strongly felt that the modules contents were interactive with practical assignments and self-assessment questions (SAQ) (Mean=2.7) whereas 269(72.3%) positively felt that the module had a practical link to their work situation (Mean=2.6).

Most 290(80.1%) students positively felt that there were study guides on the number of units to cover for face-to-face sessions, quizzes and examinations (Mean=2.7), 256(68.8%) of students positively felt that the modules were interesting to read or study (M=2.6). Moreover, 265(71.2%) of students strongly felt that the module content was clear and provided enough insight to enhance their performance (M=2.6) whereas 281(75.5%) of them positively felt that the module content was enough and sufficient to prepare them for quizzes and End-of-Semester Examinations (M=2.7). The study further revealed that majority of the students 289(77.9%) were aware of quizzes and end-of-semester examination schedules long before they wrote them and responded with a mean value of (M=2.7); 276(74.4%) of them positively felt that continuous assessment methods were good and fair as they covered the units in the modules on which they were examined (M=2.7) whereas 319(86.4%) of the students strongly felt that the modules were very important in influencing their academic performance (M=2.8). With such high or positive rating of the module it gives an indication of the import of the module to their academic success. This means that the modules must be readily made available to duly registered students the moment the semester commences in order not to affect students studies. Responses of the tutors on the usefulness of the module are presented in Table 4.20.

Table 4.20: Tutors' response on module usefulness (n=(204)

Module		Disagree		Neutral		Agree	
	Mean	n	%	n	%	n	%
Well organized for facilitation	2.6	15	7.5	43	21.4	143	71.1
Give direction to my work	2.8	6	3.0	25	12.4	170	84.6
Objectives cover facilitation	2.8	7	3.5	37	18.4	157	78.1
Interesting to read	2.7	8	4.0	38	19.0	154	77.0
Deepen understanding	2.7	8	4.0	49	24.4	144	71.6
Relevant to students' job	2.6	15	7.5	53	26.4	133	66.2
Module Self-assessment questions	2.8	7	3.5	22	10.9	172	85.6
Format helps facilitation	2.7	6	3.0	43	21.4	152	75.6
Written in simple language	2.7	14	7.0	37	18.4	150	74.6
Depth and coverage of assessment	2.7	13	6.5	36	17.9	152	75.6
Refers to other reading materials	2.5	26	13.0	56	28.0	118	59.0
Factual and typo errors	2.7	14	7.0	32	16.0	154	77.0
Revision of modules	2.8	11	5.5	27	13.5	162	81.0

Source: Field Data (2018)

Table 4.20 shows the analysis of tutors' views on module usefulness. Majority 143(71.1%) of the tutors positively felt that the module was well organised making it easy to facilitate with a mean of (M=2.6), 170(84.6%) of them strongly felt that the unit objectives in the module gave direction to their work in class buttressed by a mean response of (M=2.8) whereas 157(78.1%) of the tutors strongly felt that the unit objectives set out were enough to cover what needed to be facilitated (M=2.8). The study further revealed that majority 154(77.0%) of the tutors positively felt that the units were interesting to read (M=2.7), 144(71.6%) of tutors positively reported that the examples in the modules were relevant to deepen students understanding of concept taught (M=2.7) with 133(66.2%) of

them positively feeling that the module content had relevance to students' job background (M=2.6). The analysis result further revealed that majority 172(85.6%) of tutors strongly felt that the Self-assessment questions and assignments in the modules were useful for their facilitation (M=2.8), 152(75.6%) of them positively felt that the module content was formatted in a way that helped them in facilitation (M=2.7) with 150(74.6%) of tutors strongly asserting that the module content was written in simple language that students could read to understand and this helped class interaction (M=2.7).

Table 4.20 also indicated that majority 152(75.6%) of the tutors positively felt that the module content had enough depth and coverage to help them prepare students for their quizzes and examination (M=2.7), 118(59.0%) of tutors strongly felt that the module made reference to other reading materials that needed to be consulted (M=2.5), 154(77.0%) of them positively reported that there were some factual and typo errors in the modules (M=2.7) whereas 162(81.0%) of tutors strongly agreeing with the fact that the modules needed revision to make them more relevant (M=2.8). It can be deduced from the trend of response that tutors found the modules useful for their facilitation. It was the source of content that directed their facilitation with the unit objectives set out, the extent and depth of coverage that guided the tutors interaction with the students during face-to-face interaction. Tutor facilitated from the module guided by the scope of coverage expected to prepare students for their quizzes as well as examination. The quality of tuition therefore offered from the module content has a great impact on

students test performance and tends to be the basis of students assessment of their tutors facilitation performance.

In general, it was observed that majority 167(81.9%) of tutors and 294(78.8%) of the students (Mean=2.9 and 2.8 respectively) asserted that the modules used were useful. This suggests that modules were beneficial to them in terms of teaching and learning. This module serves as a major component of the DE programme around which dialogue takes place between the tutor and student (Pyari, 2011) especially in a print based DE programme as offered in University of Cape Coast, Ghana. This contradicts developments in other jurisdictions where content package of the distance learning programme is through the online and internet medium. According to Guri-Rosenbit (2009) many educational institutions offering distance education worldwide especially on large-scale do not use electronic media as their main delivery tool and that online education often take place within the main campuses. The print media despite electronic technology usage is still recognized as the most versatile medium for the delivery of course content in DE institutions (Shearer as cited in Moore & Anderson, 2003). The use of the module, considered as a traditional approach to offering distance education, is recognised as contributing to lower cost of education and broadening access to higher education as well as social equity (Guri-Rosenblits cited in Zawacki-Ritcher, & Anderson, 2014) On the contrary, a study in Kenya on policy guideline stressed that the reliance on print media by institutions to the neglect of technology constituted a challenge to Open Distance Learning (Nyerere, 2016).

In the University of Cape Coast, Ghana, the modules serve as a key content material which bridges the gap between tutors and students. The contents are the object of the dialogue around which interaction takes place at the face-to-face sessions. Thus the transactional distance which exists in the relationship between tutors, students and learners on distance programme is bridged by the module content which makes the 'distance' geographic, educational and psychological (Moore cited in Evans, 2008). On objective four dealing with the influence of perceived module usefulness, the null hypothesis was as well tested.

Ho_4: Perceived Module usefulness has no statistically significant influence on students' academic achievement on distance education programme in University of Cape Coast, Ghana.

In examining the influence of module usefulness on the academic performance of distance education students, a simple regression analysis was conducted. The predictor was module usefulness and the criterion variable was students' academic achievement using Cumulative Grade Point Average (CGPA). Both the predictor and the criterion variable were measured on continuous basis.

Before the analysis, two assumptions were tested: linearity and autocorrelation. This was done to ensure that results attained were accurate. A confidence interval of 95% with an alpha level of .05 was used. Tables 4.21, 4.22, and 4.23 present the analysis of the results.

Table 4.21 presents information on the summary of the model. Information presented include details on: the Durbin Watson's test, the multiple correlation and its associated component.

Table 4.21: Module influence on academic achievement

Model	Durbin Watson	Std. Error	95% Confidence Interval		R	R^2	Adjusted R^2
			Lower	Upper			
1	1.755	.098	.720	1.099	.466	.218	.215

a. Criterion Variable : CGPA
b. Predictors: (Constant), Module Usefulness

It can be observed form Table 4.21 that R established at .466 with a p-value of .000, indicate a positive moderate relationship between the predictor and dependent variable. An increase in the predictor variable resulted in a moderate increase in the dependent variable. The R^2 (.208) as shown in Table 4.21, means that a unit change in the dependent variable can be explained by the change in the independent variable. The Adjusted R^2 however represents the most accurate estimate of the variance, hence, module usefulness explains 21.5% (multiply .215 by 100) of students' academic achievement. It means then that 78.5% of the variance can be accounted for by other factors.

Analysis shown in Table 4.21 suggest that the autocorrelation assumption has not been violated. This was evidential from the Durbin Watson's *d* test which yielded a value of 1.755. The value from 1.5 to 2.5 shows no autocorrelation (Pallant, 2010). The obtained value for this particular analysis (1.755) was within the stipulated range. Hence, the assumption was not violated. A linear relationship was found between module usefulness and students' academic performance (r=.466, p=.001). Further details were provided to test the overall significance presented in a model in Table 4.22.

Table 4.3: ANOVA test on module usefulness on students' academic achievements

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	73.243	1	73.243	103.131	.000[b]
	Residual	263.482	371	.710		
	Total	336.725	372			

a. Criterion Variable: CGPA
b. Predictor: (Constant), Module Usefulness

Results as shown in Table 4.22, indicated that the overall model on influence of module usefulness on distance students' academic performance as criterion was statistically significant, F(1, 371)= 103.131, CI (.720, 1.099), p=.000. This implies that module usefulness significantly influence distance education academic performance.

In Table 4.23, the exact contribution of the predictor to the criterion was highlighted. Information on the unstandardized b, standardised beta, t-values, p-values and the confidence interval were provided.

Table 4.4: Coefficients of module usefulness and academic achievement

	B	Beta	Std. Error	t	Sig.	95% Confidence Interval	
						Lower	Upper
(Constant)	-1.761		.295	-5.97	.001	-2.373	-1.199
Module Usefulness	.648	.466	.077	8.42	.001	.498	.806

P<0.05

From Table 4.23 the ‘constant’ indicates that the predicted value of students’ academic achievement if module usefulness is zero, is -1.761. The regression weight (Beta) shows the amount of change in the dependent variable (academic achievement) with a unit change in the predictor variable (module usefulness) which in this case is .648. Results as shown in Table 4.23, found that module usefulness has a significant influence distance education students’ academic performance, b=.648, t=8.42, CI (.498, .806), p=.001. This suggests that students’ academic performance could be explained by the module usefulness. This could be explained by the fact that distance education students largely rely on the module since teaching and learning activities were centered on the module. In distance education, either internationally or locally, learning materials or study modules can be packaged in the form of modules to provide teaching activities and content to people in their numbers to satisfy an educational objectives (Evans, 2008). The modules therefore serve as a major component of the DE programme on which dialogue takes place between the tutors and students (Pyari, 2011) especially in a print based DE programme as offered in University of Cape Coast, Ghana.

At the interview session, it came to light from the responses though the use of the electronic mode and was ideal certain critical challenges in terms of the spread of electricity, internet infrastructure would deny so many potential students of access to distance if they were to adopt that mode initially. They thought of the principle of equity and people’s right to education which could not be denied. Commenting on a question as to why the module use, an interviewee said that:

> At our current stage of development as a country it is expected that since it is distance learning it should be by electronic mode or blended as it is the practice elsewhere. We are using modules which you know are expensive to produce but the university has continued with them because the country's internet infrastructure is not well spread across the country. Additionally, serious efforts must be made to review and upload modules onto the net. The production and distribution of the modules to the study centres the country is expensive and has its own challenges.

An interview with a head of department answering to a question on why the module use they revealed that:

> With the current situation where there are internet challenges and situations where some people do not have the skill to go onto the net, the module has to be used. But whilst using the module, there must be plans to introduce the electronic mode to incorporate the blended system or involve the two modes must be seriously considered. If we are able to do that then gradually we can phase out the modules. It will therefore mean that if we have the electronic aspect or the mode then the student can easily go to the net, and we know the benefit inherent in using the electronic mode; it makes things easier.

Another head of department speaking to the perception on the module usefulness said:

> I like the interactive nature of the module. These are modules which have been written or authored by seasoned professionals. Though there have been cases where we have incidence of plagiarism on the whole I find that those who did decent jobs make reading interesting. Aside that the interactive nature of the modules, you find that they have been written in simple language, put in units and sessions with objectives. Again as one reads there are the units and sessions summaries which brings out the salient ideas and this creates a pattern in the readers mind and this I find very good.

Due to the essential nature of the module in distance education its perceived usefulness cannot be questioned just as the impact on students' academic performance. This finding was confirmed by Nyerere, Gravenir and Mse (2012), in a study in Kenya, that modules are significant to teaching and learning activities in distance education. Nyerere, et al, (2012) further pointed out that

where educational institutions fail to make available modules for students' due to its cost and instead used materials designed for students on campus it had led to incidence of dissatisfaction, failure and high dropout rate. Moore cited in Evans (2008) also corroborated this finding by indicating that the module content bridges the gap between the hypothetical distance between tutor and the learner on the distance programme.

4.7. Challenges Facilitators Face on the Distance Education Programme.

This study also explored the challenges facilitators face on the distance education programme in the University of Cape Coast. Tutors responded to a number of statements by showing their level of agreement. All the items were measured on a 5-point Likert scale (Strongly Disagree-1, Disagree-2, Moderately Agree- 3, Agree- 4, and Strongly Agree-5) which was later transformed to 3 point Likert scale. (1-disgree, 2-neutral and 3-Agree). The estimated mean value was used to interpret the response category that range from 2.5-3.0 (high or positive perception); 1.5-2.4 (fair or neutral) and 1-1.4 (low or negative perception). Table 4.24 presents the results.

Table 4.5: Instructional Challenges of Tutors

Challenges	Mean	Disagree		Neutral		Agree	
		n	%	n	%	n	%
Challenged by the workload.	2.0	77	37.7	52	25.5	75	36.8
Work output is limited.	1.8	105	51.5	37	18.1	62	30.4
Lack of modules affect facilitation.	2.0	83	40.7	38	18.6	83	40.7
Little information instructional policy.	2.1	69	33.8	53	26.0	82	40.2
Students' poor preparation.	2.7	21	10.3	27	13.2	156	76.5
Students' misbehavior.	2.3	48	23.5	50	24.5	106	52.0
Poor relationship affect class engagement.	2.3	51	25.0	43	21.1	110	53.9
Content and structure pose a challenge.	2.1	63	30.9	49	24.0	92	45.1
Modules content difficult to change..	2.2	52	25.5	55	27.0	97	47.5
Bad tutor- coordinators relationship.	2.4	42	20.6	43	21.1	119	58.3

Table 4.24 presents analysis on instructional challenges of tutors**.** It can be observed that majority of the tutors 156(76.5%) strongly felt that poor students' preparation before face-to-face interaction posed a difficulties to their instructional practice with a mean high response of (M = 2.7) Again, majority in each case reported bad relationships between tutors and coordinators 119(58.3%), between students themselves 110(53.9%), students' misbehaviour 106(52.0%), difficulty in changing module content 97(47.5%) and content structure 92(45.1%) as challenges with a mean range of between (M=2.1–2.4). Majority of tutors 77(37.7%) disagreed that workload and work output 105(51.5%) were a challenge to their work. The finding that workload of tutors is not a problem disagrees with a study finding that work related stress is linked to academic work in a study done at a Bangladesh University (Sullivan & Chalmers cited in Hosain, 2016). The

nature of response perhaps is understandable judging from the fact that though tutors do this work in addition to their primary job with their mother organization they consider it as an extra source of remuneration which must be maintained.

In an interview session with the selected respondents in management positions much more insight were shed on some of the challenges tutors have to grapple with as during their monitoring exercise. Asked about the challenges tutors face on the programme , this was what a regional coordinator in his words said:

> One important problem is with the supply of modules to students at the centres when the semester begins. Sometimes what happens is that the whole group, study centre or a particular course for students are not supplied with modules because the university could not receive supplies of modules from the printing houses on time resulting in distortions in module supply. Besides these shortages, supply disruptions may result from incorrect statistics that guide distribution due to students registration problems that is brought about by incorrect statistics and the fact that registration is tied to fee payments by students before registration.

The interview sessions also unraveled some perceived challenges tutors' faced as pointed to by regional coordinators. The regional coordinators interviewed said that:

> The instructional environment where students learn within some centres may not provide the best in terms of available furniture. At some of these study centres the furniture for use are not very good for adults as they fail to provide the needed comfort. This is especially so for very tall, fat and pregnant female students.

Highlighting the challenges tutors faced, a head of department stressed that:

> Apart from the module which is given to them, there is no other teaching and learning material that are given to them, and for me personally I have found it to be worrying in the sense that we are training them as university students and they need to be creative, imaginative as well as be made to develop their metacognitive abilities; it therefore means that they must read outside the module but unfortunately what happens is that it is like

> we box them in so they are not able to think outside the box, that is an issue.

Another interviewee talked about large class sizes as a challenge during instruction. In his own words:

> Some classes are very large and then how to effectively manage such classes sometimes is very challenging to them but all the same they do whatever they can to ensure that students benefit. There are also tutors who do not follow the facilitation process and this does not help the system. Some tutors read to students in the course of facilitation when I go monitoring and this is quite worrying.

On a whole, the instructional challenges reported by the tutors of distance education of UCC included: facilitation workload; poor preparation by students before class; students' misbehaviour during instruction; poor relationships among students, tutors and co-ordinators; subject content and structure; lack of resources for tuition; and difficulty of making changes to modules when new facts come up. Challenges in distance education vary. In a study on expansion of access and quality in Kenya Higher Education, it was affirmed that enhancing access led to increased enrolment with its attendant problems such as limited monitoring, insufficient human and physical resources that bordered on quality, lack of funds, spacious classrooms, laboratories (World Bank, 2000 as cited in Itegi, 2015).

The finding of this study is consistent with a Zambian study by Musingafi, Mapuranga, Chiwanza and Zebron (2015) who investigated challenges facing distance learning students of Zimbabwe Open University using quantitative and qualitative methodologies. Even though Musingafi et al. (2015) study focused on general challenges faced by distance learning students, their findings can be juxtaposed with the finding of this current study. This is because general

challenges would include instructional challenges. The findings of Musingafi and colleagues established challenges relating to financial constraints, insufficient time for study, unfavourable home environment, family, work and study time allocation. Relating to this study, lack of resources found as a challenge, for instance, can reflect the idea that there are lack of funds to provide every centre with teaching resources. Just like the findings of Musingafi et al. (2015), who found insufficient time as a challenge in distance education, this study found lack of students' preparation as a challenge. It must be stated that if students have insufficient time to learn, then there is a higher probability that students will not even get time to prepare for class.

In a Ghanaian study on challenges of distance education delivery in University of Education Winneba in Ghana by Ohene and Essuman (2014) highlighted instructional challenges as an area of concern in the institution. The challenges were identified as provision and delays in getting instructional materials to the students for their studies. The findings of this study is consistent with that of Ohene and Essuman (2014). This study found that delays in course module supply to students was a challenge to instructional practices of tutors. The consistency in the findings of Ohene and Essuman (2014) and that of this study may be probably due to the fact that both studies are Ghanaian based ones.

Strategies to improve tutors' instructional practices.

The study also sought to explore strategies that could help improve tutors' instructional practices on the distance education programme of University of Cape Coast. The interviewees expressed their ideas on the strategies the university

management are putting in place or should put in place to improve tutors' instructional practices on the distance education programme.

Most of the interviewees talked about the need to provide adequate infrastructure. This was discussed in line with the fact that premises for face-to-face sessions and learning were not conducive because of poor infrastructure. According to the interviewees, this adequate infrastructure hampers the ability of the tutors to provide effective instruction to the students.

In one of the interview sessions, an interviewee making suggestion to the question of strategies to improve the system stressed that:

> The university needed to put up its own structures, internet infrastructure, libraries to help students assist the students learning as well as infuse workshops as a regular feature to equip facilitators on the programme.

This means that there is the need to resource the facilitators in a way as to strengthen their ability to ensure effective instruction.

Other strategies were directed towards the review of modules. From the perspectives of the respondents, some of the modules were poorly structured and as such there was the need for continuous review of its content. As expressed by a departmental head:

> There will be the need for a review of modules every four or five years to reflect current changes and approaches to facilitation. The college needs to engage experts, people who can actually edit and review the modules thoroughly. The module writers can be useful but at the same time there will be the need to have independent persons who can review the modules in order to make them publishable.

Avenues for scheduled module review therefore must be created for facilitators to provide problems they encounter as they use the module. Such problems would then be addressed even before the scheduled date for review. This trend of

response of response in relations to the module review is quite understandable. This is because when issues of quality concerns come into play, they raise credibility questions and creates an image problem for the institutions. This further creates learning challenges for students.

On staff development, an interviewee advocated for training and development programmes for course tutors. This, according to the interviewee, enhance the tutors' instructional practices. The interviewee noted that:

> Currently we want to retrain all the course tutors across the country- about two thousand on a regular basis at the beginning of every semester. Ideally this needs to be carried through by lecturers and professors who authored the modules. Training programmes should be organised for knowledge and skills development for tutors. Video clips on model of good delivery practices could be developed in course disciplines and made available to tutors for their use. So, we want it to be a regular feature from the beginning of every semester.

The issue to grapple with is how these number of part-time tutors are given effective training within the limited time space factoring in their spread across the study centres in regions and districts of the country. Ideally face-to-face workshop interaction with hands on activities are good but where time constraint are a reality alternative innovative approaches need to be found. In situations as this, microlearning packages could be developed to address the training needs of tutors. Training is a critical capacity building factor that cannot be wished away. When this is well done it will enhance tutor capacity in delivering instruction on the programme.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENATIONS

5.1 Introduction

This chapter presents the summary, conclusions and recommendations. The conclusions and recommendations are based on the findings of the study. It is the desire of the investigator that the findings, conclusions, and recommendations of this study will guide policy direction and inform practice in the field of educational management in Ghana.

5.2 Summary of the Study

The purpose of the study was to find out the influence of tutors' instructional practices on students' academic achievement in the distance education programme in the University of Cape Coast. The study was guided by the following objectives: (i) Assess the extent to which tutors' direct teaching practices influence students' academic achievement on the distance education programme. (ii) Establish the **extent** to which tutors class climate management practice influence students' academic achievement on the distance education programme. (iii).Assess tutors' motivational teaching practices' influence on students' academic achievement on the distance education programme. (iv). Assess the usefulness of the modules and its influence on students' students' academic achievement on the distance education programme. The study employed the embedded mixed method design which is a strand of the quantitative and qualitative method that is integrated in a single study. The study was conducted in the College of Distance Education, University of Cape Coast (UCC), Ghana This

sampling elements for the qualitative aspect comprised the Provost and 4 Heads of Departments in the university and 3 Regional Coordinators from the regions under study (Ashanti, Central, and Upper West). The sampling elements for the quantitative dimension comprised 661 Tutors in the three regions as well as 5,644 DBE students in the second and third of the programme. Second and third year students were chosen because of their depth of experience. Proportionate stratified sampling technique was used to sample the course tutors and students from the regions under study. The purposive sampling technique was employed to sample the three Heads of Department and The Provost. Census was used to include all the regional coordinators in the three regions. In all 249 tutors, 373 students, 3 regional co-ordinators, 4 Heads of Department and the College Provost were sampled to participate in the study.

Questionnaires (two different forms) and interview schedules were used for the study to gather quantitative and qualitative data. The questionnaire through a survey was administered to the tutors and students whereas the interview schedule was administered to 3 regional co-ordinators, 4 Heads of Department and the College Provost through a semi-structured interview. A pilot testing was conducted to validate the instruments. Ethical issues such as informed consent, confidentiality, privacy, and anonymity were considered. Logistical and legal issues were also taken into consideration. The data gathered was analysed using mean and standard deviation. Standard Multiple Regression Analysis was also used to test the first three stated hypotheses and a linear regression for the fourth

objective. ANOVA was used for all the inferential analysis. The study findings were organised in line with the following objectives.

5.2.1 Tutors' direct teaching practice and its influence on students' academic achievement.

The first objective of the study sought to assess the extent to which tutors' direct teaching practices influence students' academic achievement on the distance education programme of University of Cape Coast, Ghana. The tutors' direct teaching practices were lesson delivery, promoting students' interaction, stimulating high order thinking and assessing students' learning.

Results, as reported by the students, indicated that tutors delivered lessons well as well promoted students interaction. Students reported that tutors of the College stimulated high order thinking and also assessed students' learning well enough. Responses from the tutors appear to be consistent with those from the students. The tutors indicated that they planned their lessons clearly before going to class. Tutors emphasized that they delivered their lessons well. They did this by demonstrating as well as promoting students' interaction and stimulating higher order thinking. Assessing students' learning was something the tutors reported to be doing well.

The results showed that there is significant positive relationships among the tutors' direct teaching practice dimensions and students' academic performance. The results showed that there is significant positive relationships among the tutors' direct teaching practice dimensions and students' academic performance. The relationship between lesson delivery and students' academic performance, for

example was .532, high order thinking and students' academic performance was .615, and promoting students' interaction and students' academic performance was .607. The relationship between assessing students' learning and students' academic performance was .580.

Results from Multiple Regression Analysis revealed that the overall model consisting of Assessing students' learning, Delivery of lessons, Promoting students' interaction, Stimulating higher order thinking as predictors and students' academic performance as criterion is significant, $F(4, 368)= 83.109$, *CI* (.708, 1.093), $p<.001$. Tutors' direct teaching practices (lesson delivery, promoting students' interaction, stimulating high order thinking and assessing students' learning) explained 46.9% of the variance in students' academic performance (CGPA). This means that a significant margin of 53.1% of student learning can be accounted for by the intervening variables.

The results also revealed that all the dimensions of direct teaching practices were significant predictors of students' academic performance. Promoting students' interaction was found as the strongest significant predictor of students' academic performance, b=.302, t=3.68, CI (.187, .415), p=.001. This was followed by stimulating higher order thinking, b=.290, t=4.14, CI(.156, .431), p=.001. Assessing students learning as the second and third strongest significant predictor of students' academic performance, b=.206, t=3.68, CI(.095, .318), p=.001. The least significant predictor of students' academic performance was lesson delivery. Lesson delivery as a key to the tutors role contributed least to the model. This

means that there may be lapses identified within the practice to be considered for capacity building.

5.2.2 Influence of class climate management practice on students' academic achievement.

The study also assessed tutors' class climate management and its influence on the academic performance of students on the distance education programme of University of Cape Coast, Ghana. Tutors' class climate management included setting high expectations, stimulating class interaction and managing class space and time.

The study findings reported that few students agreed with the statement that tutors set high expectation for students' learning. Both tutors and students further indicated that tutors stimulated class interactions and as well managed class space and time.

Further analysis revealed that there was a positive relationship between the dimensions of tutors' classroom climate management and students' academic achievement. The relationship between setting high expectation and students' academic performance was .562, stimulating classroom interaction and students' academic performance was .645, and the relationship between managing class space and time and students' academic performance was .628. This meant that they could all improve academic achievement significantly.

It was revealed that the overall model consisting of setting expectation, stimulating class interaction and management of class space and time as predictors and academic achievement as criterion was significant, $F(3, 369)=$

112.242, *CI* (.757, 1.157), *p*<.001. The results showed that classroom climate management (setting expectation, stimulating class interaction, and management class space and time) explained 47.3% of the variance in students' academic achievement (CGPA). Managing class space and time was found as the strongest significant predictor of students' academic performance, b=.410, t=6.83, CI (.302, .533), p=.001.This was followed by stimulating classroom interaction, b=.366, t=4.46, CI(.226, .549), p=.001. Setting high expectation was the third strongest significant predictor of students' academic performance. b=.257, t=3.67, CI(.125, .407), p=.001.

Based on these findings, the study failed to accept the null hypotheses that there is no statistically significant influence of tutors' class climate management on students' academic achievement.

5.2.3 Influence of Tutors' motivational teaching practices on the students' academic achievement.

The third objective of this study examined tutors' motivational teaching practice and its influence on the academic performance of students on the distance education programme of University of Cape Coast, Ghana. Tutors' motivational teaching practice embraced providing models of learning, content relevance, persuade students' learning, and using engaging teaching methods.

From the students' view, tutors provide models for learning, ensure content relevance, persuade students' learning and uses engaging teaching methods. On the other hand, tutors indicated that they provide models for learning, ensured

content relevance when teaching, persuaded students' learning and used engaging teaching methods.

The analysis found a significant positive relationship between the tutors' motivational teaching practice, providing models for learning, ensuring content relevance, persuading students' learning, using engaging teaching methods and students' academic performance at .609, .621, .587, and .640 respectively.

The overall model consisting of providing models of learning, content relevance, persuade students' learning and use of engaging teaching methods as predictors and students' academic performance as criterion is significant. Again, the result indicated that tutors' motivational teaching practices (providing models of learning, content relevance, persuade students' learning and use of engaging teaching methods) accounts for 50% of the variance in students' academic performance (CGPA).

The study revealed that all the dimensions of motivational teaching practices (providing models of learning, content relevance, persuade students' learning and use of engaging teaching methods) were significant predictors of students' academic performance. Use of engaging teaching materials was found as the strongest significant predictor of academic performance, b=.474, t=.8.62, CI (.373, .590), p=.001. This was followed by ensuring content relevance, b=.347, t=5.60, CI(.228, .472), p=.001. Providing models for learning was the third strongest significant predictor of academic performance, b=.277, t=3.30, CI(.127, .444), p=.003. Persuading students learning was found as a non-significant

predictor of students' academic performance, b=-.032, t=-.48, CI(-.163, .100), p=.611.

This implies that within the motivation teaching strategies it was found to be of little or minimal value in terms of its influence on students' academic achievement (Pintrich, Xia, and Liitiainen, cited Xia 2017).

5.2.4 Influence of Module usefulness on students' academic achievement

The study objective sought to assess the usefulness of the module and its influence on students' academic achievement of distance education students. The respondents indicated that the modules were clear and well arranged, the objectives of each unit or section were indicated, the modules contents were interactive with practical assignments and self-assessment questions (SAQ) and that the module has a practical link to my work situation. The respondents also revealed that there were study guides on the number of units to cover for face-to-face sessions, quizzes and examinations and the modules are interesting to read or study. Moreover, the module provided enough insight to enhance students' performance. The module content was enough and sufficient to prepare students for quizzes and End-of-Semester Examinations. The respondents were aware of quizzes and End-of-Semester Examination time periods long before they were taken. Also, continuous assessment methods were good and fair as it covered the units in the modules on which they were examined and the modules were very important for academic performance. This meant that where students set themselves to study they would be able to do well considering the fact that the module content were clear, interactive, practical with self-assessment questions

and were accompanied with study guide and academic calendar to keep student guided.

The results showed the analysis of tutor's response on module usefulness. The tutors specified that the module was well organised and easy to facilitate with and that the unit objectives in the module gave direction to tutors class facilitation. The tutors also revealed that the examples in the modules were relevant to deepen students understanding of concept taught, the module content has relevance to students' job background, the Self-Assessment Questions and assignments in the modules are useful for tutor facilitation and the module content is formatted in a way that helps in facilitation. The module content is written in simple language that students can read to understand and this helps class interaction. It was revealed that the module content had enough depth and coverage to help students prepare quizzes and examination, module makes reference to other reading materials that need to be consulted. There some factual and typo errors in the modules and the modules needed revision to make them more relevant.

The regression analysis revealed that the overall model consisting of module usefulness as a predictors and students' academic performance as criterion is significant, $F(1, 371)= 103.131$, CI (.720, 1.099), $p<.001$. Further analysis revealed that module usefulness was a significant predictor of students' academic performance, $b=.648$, $t=8.42$, $CI(.498, .806)$, $p=.001$.

5.2.5 Challenges Facilitators Face on the Distance Education Programme

The tutors disagreed that they were challenged by the workload and asserted that their work output was not affected by the teaching work they do with their mother

organisation. The tutors however were split on the notion that where student do not have the module effective instructional practice suffer. This may be explained by the fact that tutor have their own module to guide their facilitation. On the other hand, where students do not have the module they attend interaction unprepared and this affects class discourse. This is confirmed by the students' poor preparation for class makes interaction difficult. Students' misbehaviour pose a challenge to their instruction and that poor relationship between the students' do not promote healthy class engagement. The findings established that subject content and structure posed a challenge at times to facilitation and module content become difficult to change when new facts comes up. Also, it was found that bad relationship between tutors and coordinators negatively affect instructional practice.

On a whole, the instructional challenges reported by the tutors of distance education of UCC included: poor preparation by students before class; students' misbehaviour during instruction; poor relationships among students, tutors and co-ordinators; subject content and structure; Poor seating furniture affect class interaction, and difficulty of making changes to modules when new facts come up.

Strategies to improve tutors' instructional practices

The study also explored strategies that can be put in place to improve tutors' instructional practices on the distance education programme of University of Cape Coast. Most of the interviewees talked about the need to provide adequate and suitable infrastructure for the distance learners who are adults to ensure their

comfort. This was discussed in line with the fact that premises for teaching and learning were not conducive because of poor infrastructure.

Other strategies were directed towards the review of modules, gradual blending of the programme. From the perspectives of the respondents, some of the modules were poorly structured and as such there is the need for continuous review of its content. Respondents interviewed advocated for capacity building to sustain and improve skills in line with the university's training and development programmes for course tutors. This, according to the interviewee would enhance tutors' instructional practices.

5.3 Conclusions

Based on the findings of the study, the following conclusions were made:

That **direct teaching** practices such as lesson planning, lesson delivery, promoting student interaction, stimulating high order thinking and assessing students learning were well done. Direct teaching practices of tutors significantly influence students' academic performance. The null hypothesis was rejected.

The findings on the second objective concludes that tutors' classroom climate management was a significant predictor of students' academic performance. Tutors by setting high expectation, stimulating class interaction, and managing class space and time, provide good ground to boost the understanding of adult learners and to improve their performance. As the variable significantly predicted academic performance the null hypothesis was rejected.

Objective three, that is, tutors' motivational teaching practices were well carried out. The variables of motivational teaching practices were significant in promoting student's learning to influence improved performance. However persuading students learning as an item within the motivating strategies was found to be a non-significant predictor of students learning. The study established that motivational teaching practices of tutors on the Distance Education Programme significantly influenced the academic performance of students. This result explains the commitment of tutors ensuring that these adult learners are motivated and as well encouraged to do well on the programme. This further rejected the null hypothesis.

On the fourth objective, that is, modules usefulness, the study concluded that it is the main stay of the programme and is useful to both tutors and students. The content of the module was directive, adequate and provided guidelines for students' learning. Students gauged module usefulness by the extent to which it assisted them to perform academically and its relatedness to their job as teachers. Tutors measured the relevance by the degree to which it aided their facilitation and assisted students' academic performance.

There were some teething challenges that as well affected the tutors instructional practice. Some of these included work overloads reported by interviewees, module related problems, infrastructural challenges, poor students preparation, students misbehaviour which affects class interaction and tutor facilitation.

The study concluded that various strategies could be structured to enhance the tutors instructional practice at the various study centres of the university spread across the country to ensure the quality delivery was sustained. These strategies would include, auditing of courses facilitated, periodic review of modules, resourcing study centres in need and opening up publication of module to other publishers.

5.4. Recommendations

Based on the findings of the study, some recommendations were made. The recommendations were in three forms: recommendations for policy, recommendations for practice and recommendations for further studies.

5.4.1 Recommendations for Policy

Considering the findings of research objective one the study recommends the following:

1. The College of Distance Education management of the University of Cape Coast should institute a policy to make tutors draw up facilitation plans to guide their work prior to the commencement of each semester.
2. The College of Distance Education management should enhance tutor facilitation through capacity building by availing tutors with videos and clips of good facilitation models. This would enhance the pedagogical skills and content knowledge to sustain quality of delivery with the gradual introduction of information technology..

3. Since lesson delivery was found to have the least significant influence on students' academic achievement, management of the college should make available resources needed for facilitators to improve tutor lesson delivery.

On the objective two, which is on class climate management, the study recommends that:

1. There must be a systematic programme put in place to establish needs assessment and provide resource for the study centres especially comfortable furniture suited for adult use to reinforce class climate management which has been established to have a significant influence on students' academic achievement
2. To forestall the issue of large classes, seating capacity needs for all purpose classrooms should be outlined on study centre basis to ensure it does not negatively affect class management to improve students learning.

The third objective of the study recommends that:

1. The College management should sponsor capacity building programmes in empowering tutors with skills in andragogy that would enhance tutor motivational teaching strategies which had a significant influence on students learning. This would further enhance and support students' learning as persuading students learning which was an item in motivational strategies found to be non-significant.

The fourth objective on module usefulness recommends:

1. The institution of periodic reviews of the module and gradual uploading of the modules onto the net as the university gradually prepares itself to progressively move towards digitizing the modules.
2. The Quality Assurance Unit of the College of Distance Education should as well institute measures to ensure that the course writers provide supplementary information for tutors and students to enhance learning as and when new information comes up before review schedules are due.
3. Management of the College in the university should institute rules to govern module production, time lines in allocation of contracts to publishers, delivery of books and distribution to study centres.
4. Curriculum experts could should be to take up the challenge in working to update the modules and uploading it for students use.

5.4.2 Recommendations for Practice

With the findings on research objective one, the study recommends the following, that:

1. Tutors should endeavour to sustain their lesson planning effort and improve upon their lesson delivery practice. This requires that regional and centre coordinators closely supervise the tutors work schedule at the study centres so that students learning would be improved. .
2. On the second objective, the study recommends that:

   On tutors class climate management practices, few students agreed that tutors set high expectations for their learning. Based on this finding the study recommends that tutors communicate and discuss their expectations with the students at the beginning of each semester.

3. Regional coordinators with management support and in collaboration with the students leadership in the regions should organize fora within the regions to address issues relating to bad relationships, behavioural and attitudinal issues that negatively affect students learning performance and tutor facilitation.

With the third objective, that is, motivational teaching practices, the study recommends that tutors use principles of andragogy as a basis of their interaction so that they can persuade students' learning to enhance their performance.

On module use, which is the fourth objective, tutors and students must be encouraged to identify errors, correct them for use and inform management through the coordinators and regional coordinators for incorporation in a general module review.

5.4.3 Suggestions for Further Research

The study suggests areas for further research:

1. The study focused on the tutors instructional programme practices at the diploma level of the distance education programme in University of Cape Coast It is recommended that the study be replicated in other tertiary institutions since findings cannot be strongly applicable to them due to the different modes of deliveries, structure of programmes and policies.
2. This study further suggest that a research be conducted to establish the influence of tutor instructional practice and their influence on students persistence and completion rate on the distance education programme.

Studies should be done on the relationship between tutors instructional practices and students' academic performance focusing on the moderating variables such as attitude towards learning and attitude class attendance behaviour in the relationship between tutors' instructional practices and students' academic performance. This is because these variables have the propensity of explaining or distorting the relationship between instructional practices and students' academic performance. For instance, the relationship between instructional practices of tutors and students' academic performance might not be the same for students with negative attitude towards learning and those with positive attitude

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APPENDICES

APPENDIX I: Tutors' Instructional Practices (TIPIQSA)

Dear Respondent,

I am happy to interact with you through this questionnaire. The study is being conducted as a requirement in partial fulfilment of my Ph.D study in Educational Management at Kenyatta University, Kenya. The study investigates the Influence of Tutors Instructional Practices on Students Academic Achievement in the distance education programme in University of Cape Coast, Ghana. The information being solicited is for research purposes only. The responses will be treated in a highly confidential manner. All responses derived are right and cannot be used against you.

You need to respond to the issues being addressed in the questionnaire as it pertains to your situation and your experience at your study centre. Be objective and truthful to the responses you give.

You may contact the researcher for any clarification through these contact numbers:

020-4658271/0244-434699

Email: gessilfie@ucc.edu.gh

Thank you for your patience, time and cooperation

Instruction:

a. **Do not** write your name on the questionnaire.
b. **Write briefly** your responses to the open-ended questions where appropriate.

c. Please answer the following by ticking [✓] the most appropriate for each option.

Section A: Demographic Information

Please Indicate:

1. Region in which you facilitate: Ashanti [ ]. Central [ ]. Upper West [ ]
2. Your Study Centre……..
3. Your Gender: Male [ ] Female [ ]
4. Your **age** bracket: 23 – 32 [ ]. 33 – 42 [ ]. 43 – 52 [ ]. 52 and above [ ]
5. Academic qualification: Bachelor [ ]. Masters [ ]. Ph.D [ ]

SECTION B:

Direct Teaching Practices.

This section seeks to establish the Influence of Tutors' Instructional Practice on Students Academic Achievement. Respond by ticking the extent to which you agree or disagree to the following statements. The following are the responses: Strongly Disagree=SD; Disagree =D; Neutral = N; Agree = A; Strongly Agree = SA.

No.	**STATEMENTS:** **Planning Lesson**	SD	D	N	A	SA
1.	Lessons for face-to-face interaction must be planned with clear and measurable objectives.					
2.	Orderly and planned lesson sequence guide facilitation and enhance students understanding.					
3.	Teaching points guide in orderly facilitation of lessons.					
4.	Teaching points prepared cover module content adequately and accurately.					
5.	Mastery of module content is needed for effective class interaction.					
6.	Update of module content is needed to enhance insight of interaction and students' understanding.					
7.	Learner activities incorporated in planned lesson gives insight to learners during interaction.					
	Delivering Lesson	SD	D	N	A	SA
8.	Systematic and methodological delivery help understanding and improves student performance.					
9.	Clear communication of concepts in simple language help students to understand what is taught.					
10.	Well-paced lesson interaction meets different needs of students.					

11.	Suitable illustrations to explain concepts boost students' understanding.					
12.	Appropriate use of questioning skills help tutors to examine students' understanding of concepts discussed.					
	Promoting Students' Interaction	SD	D	N	A	SA
13.	Use of class demonstration stimulates curiosity; excite imagination to promote class engagements.					
14.	Opportunity created for students' interaction in class help them share thoughts on lessons to improve their performance.					
15.	Encouraging students to learn from classmates help improve their learning.					
16.	Teacher-centred approach to teaching ensures lesson scope is covered.					
17.	Use of the discussions, group activity to promote students' engagement and interaction around content.					
18.	Avoiding mannerism and limiting distraction ensures smooth class interaction.					
	Stimulating Higher Order Thinking					
19.	Encouraging students to critique responses and ask questions improve their learning and performance.					
20.	Students develop insight and critical thinking when giving the opportunity to provide reasons and justify their responses in class interaction.					
21.	Presenting concepts, applying concepts, establishing relationships and differences, develops students high order thinking and improve learning.					
22.	Challenging task develops students' critical thinking skills and guides their learning.					
23.	Concluding lessons taught with questions and summaries (closure) shape students ideas and thought pattern and help their performance.					
	Assessing Students' Learning.					
24.	Use of formative assessment measures students' depth of understanding and mastery of subject matter.					
25.	Conduct of Teacher-Made-Test (TMT) help to assess students' understanding and help prepare them for standardized quizzes.					
26.	Prompt feedback to students encourages them to correct their mistakes to improve their test performance.					
27.	Assessment feedback informs the way tutors interact with students on content to improve learning.					

28.	The assessment at CoDE enhance students critical and writing skill and their performance.					
29.	The assessment form (objectives) and essay type is appropriate for students' academic achievement.					

30. In your view how should tutors carry out instructional practices to influence students' academic achievement?

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SECTION C:
Classroom Climate Management Practice

Please kindly indicate the extent to which you agree or disagree with the following statements by ticking [√] the response you find most appropriate. The following are the responses: Strongly Disagree =SD; Disagree =D; Neutral =N; Agree =A; Strongly Agree=SA

No.	**Setting Expectations** **Tutors…**	SD	D	N	A	SA
1.	Tutors establish rules to guide face-to-face interaction.					
2.	Tutors set high, clear and achievable expectation for class interaction to improve academic performance.					
3.	Tutors encourage students to set high expectation to guide their learning and enhance their performance.					
4.	Tutors construct knowledge based on students' previous knowledge.					
5.	Tutors inject the need for students to show respect for each other during class interaction to ensure lesson objectives are achieved.					
	Stimulating Class Interaction					
6.	Class activity should be interesting to stimulate interaction between students.					
7.	Use of different learning activities through different presentation encourages keen interaction among students.					
8.	Presenting challenging learning tasks enhance intense class interaction.					
9.	Provide students equal opportunity to respond and be involved in instructional activities.					
10.	Ensure students show respect and tolerance for views expressed in class (emotional sensitivities) to improve performance.					

11.	Encourage cooperative learning, social learning and effective interaction amongst student to improve learning.					
12.	Ensure good class atmosphere to promote smooth class session for enhanced students' learning and performance.					
	Managing Class Space and Time	SD	D	MA	A	SA
13.	A well-organized classroom ensures effective use of space and movement for effective interaction.					
14.	A well-ventilated classroom ensures students' comfort to enhance learning.					
15.	Smooth transition from one activity to another ensures minimal loss of instructional time and improved instructional coverage.					
16.	Effective use of classroom instructional time improves students' learning.					
17.	Recognise that whilst some students need less/ more time to grasp concepts.					
18.	Acknowledge that instructional time and actual time used for instruction is critical for class interaction and the impact on learning and performance.					

19. With your experience, how should tutors manage their class to improve instructional practices at the face-to-face sections?

……

……

……

SECTION D:

Motivational Teaching Practices

Indicate the extent to which you agree or disagree with these statements by ticking [✓] the most appropriate response by your judgement. The following are the responses: Strongly Disagree=SD; Disagree = D; Neutral = N; Agree = A; Strongly Agree = SA

No	**Providing Models of Learning:**	SD	D	N	A	SA
1	Provide good model for learning by being punctual and regular for face-to-face sessions.					
2	Establish good relationship with my students to enhance learning and performance.					
3	Introduce short and interesting activities during facilitation to sustain interest and encourage students to learn.					
4	Use and encourage the sense of humour in class discussion to relax and encourage keen class participation.					
5	Introduce varying examples during lessons to provide deeper insight.					
6	Sharing of personal learning experiences inspire students to challenge themselves to learn in order to perform.					
7	Showing passion for subject facilitated enhances students' interest and help them perform.					
8	Preparing students to organise ideas to solve problems enhance their test performance.					
9.	Constant reminders to students to learn help keep their mission to learn and to improve performance.					
	Content Relevance:	SD	D	MA	A	SA
10.	Stressing the relevance of topics taught, create interest and desire to learn to boost students' performance.					
11.	Relating subject content to specific needs of learners enhance their desire to learn and perform.					
12.	Relating content to daily experiences of students' enhance their understanding.					

13.	Encourage students' to give personal and practical examples of concepts studied.					
14.	Facilitation support students' learning and help them do well.					
	Persuade Students' Learning	**SD**	D	MA	A	SA
15.	Encourage students to work hard during class discussions on the units studied					
16.	Encourage students to read beyond the unit content to broaden content knowledge.					
17.	Explain to students the need for lifelong learning to encourage them.					
18.	Encourage students to monitor their own learning, work on self-assessment questions and solve problems to be able to do well.					
19.	Encourage students to share personal experiences and thoughts to encourage others to learn.					
	Using Engaging Teaching Methods	SD	D	MA	A	SA
20.	Ensuring a participatory approach in setting class rules ensures effective smooth class interaction.					
21.	Encouraging group learning amongst students help them in their studies and improves their performance.					
22.	Using class demonstration, stimulate curiosity and excite students' imagination to improve learning and student academic performance.					
23.	Stimulating discussions, questioning assigning students learning task improves their academic work.					
24.	Students tasked with lots of self-assessment exercises read much and so are able to perform.					
25.	Providing students with prompt and positive feedback encourage them to work harder and to do well.					

SECTION E:

Tutors Perception Of Module Usefulness

Indicate the extent to which you agree or disagree with these statements by ticking [✓] the most appropriate response by your judgement. The following are the responses: Strongly Disagree=SD; Disagree = D; Neutral = N; Agree = A; Strongly Agree = SA

S/N	**STATEMENT**	SD	D	N	A	SA
1	The module is well organised making it easy to facilitate with.					
2	The unit objectives in the module give direction to my work in class.					
3.	The unit objectives set out are enough to cover what needs to be facilitated.					
4	The units are interesting to read.					
5	The examples in the modules are relevant to deepen students understanding of concept taught.					
6	The module content has relevance to students' job background.					
7	The Self-Assessment Questions and assignments in the modules are useful for our facilitation.					
8	The module content is formatted in a way that helps in facilitation					
9	The module content is written in simple language that students can read to understand and this helps class interaction.					
10	The model content has enough depth and coverage to help us prepare students for their quizzes and examination.					
11	Module makes reference to other reading materials that need to be consulted.					
12	There some factual and typo errors in the models					
13	The models need revision to make them more relevant.					

14. Are there additional information you would want to provide on the modules?
    i. ……
    ……
    ii. ……
    ……

SECTION F:

Instructional Practice Challenges

Kindly indicate the extent to which you agree or disagree with the following statements by ticking [√] the most suitable response from the following set of responses: The following are the responses: Strongly Disagree = SD; Disagree = D; Neutral = N; Agree = A; Strongly Agree =SA

No.	STATEMENT. Tutors …	SD	D	N	A	SA
1	Challenged by the workload taken on as a result the engagement with University of Cape Coast.					
2	Work output is affected by the teaching/work I do with my mother organisation.					
3	Instructional practice is affected by lack of modules for students to read.					
4	Have little information on universities policy on instruction.					
5	Students' poor preparation for class makes interaction difficult.					
6	Students' misbehaviour pose a challenge to my instruction.					
7	Poor relationship between the students' does not promote healthy class engagement.					
8	Subject content and structure pose a challenge at times to teaching.					
9	Content in modules become difficult to change when new facts come up.					
10.	Bad relationship between tutors and coordinators affect instructional practice.					

11. What are some of the challenges that affect your instructional practice at your study centre?

i) ……
……..……
ii. ……
……
iii.……

APPENDIX II:

Students' Questionnaire on Tutors Instructional Practices (SQTIiP)

Dear Respondent,

I am glad to interact with you through this questionnaire. The study is being conducted as a requirement in partial fulfilment of my Ph.D study in Educational Management at Kenyatta University, Kenya. The research study investigates the Influence of Tutors' Instructional Practices on Students' Academic Achievement on the Distance Education Programme in the University of Cape Coast. This information being solicited through this questionnaire is only for research purposes. The responses will be treated in a **highly confidential manner**. *All responses are **considered** right and you **will not** be penalized for the answers you give.*

You are requested to respond to the issues being addressed in the questionnaire as it pertains to your situation and your experience at your study centre. Be objective and truthful to the responses you give.

You may contact the researcher for any clarification through these contact numbers:

Cell phone number: 020-4658271

Email: *gessilfie@ucc.edu.gh*

Thank you for your patience, time and cooperation

INSTRUCTION: Please answer the following by ticking [√] the most appropriate options for each item stated or inserting a response as requested.

SECTION A

Demographic Information

1) Region in which you study? Ashanti [ ]. Central [ ]. Upper West [ ]
2) Your gender: Male [ ]. Female [ ]
3) Your age bracket: 20-25 [ ]. 26-31 [ ]. 32-37 [ ]. 38-43 [ ]. 44-49 [ ]. 50 and above [ ]
4) In which level of study are you? Year 1 [ ]. Year 2 [ ]. Year 3 [ ].
5) Programme of study……

SECTION B:
Direct Teaching Practices.

As a Diploma in Basic Education student on the Distance Learning Programme, indicate the extent to which you agree or disagree with the statement on tutors' instructional practices. Indicate this by ticking [√] the **most appropriate** response from the following set of responses given. The following are the range of responses: Strongly Disagree = SD; Disagree = D; Neutral = N; Agree = A; Strongly Agree = SA.

No.	STATEMENT: Delivery Of Lesson Our Tutors…	SD	D	N	A	SA
1	Are punctual to deliver lessons in class.					
2.	Are regular for face-to-face interaction.					
3.	Present lessons in clear audible manner.					
4.	Are orderly in their presentation					
5.	Explain concepts in the modules very well.					
6.	Deliver lessons in a well-paced manner that allows us to follow and understand what is taught.					
7.	Use appropriate illustrations to explain what they facilitate.					
8.	Use appropriate questioning skills to examine our understanding of lessons during class interaction.					
	Promoting Students' Interaction					
9.	Make use of class demonstrations to engage us in class students' interest in learning.					
10.	Encourage us to interact and share thoughts on lessons with classmates**.**					
11.	Inspire us to learn from our classmates**.**					
12.	Teach us how to effectively make use of the module and learn from the content.					
13.	Use discussions, group work to encourage us to interact and to learn from each other.					
14.	Do all they can to minimise disturbances during interaction.					

	Stimulating Higher Order Thinking	SD	D	MA	A	SA
15.	Give us the opportunity to critique or question answers given in class.					
16.	Task us to provide reasons or justify the answers we give in class to develop critical minds.					
17.	Teach from simple to the difficult and expect us to apply what is learned to solve problems					
18.	Give us challenging problems to solve to improve our learning.					
19.	Ensure good closure of lessons taught and examine us.					
	Assessing Students' Learning					
20.	Use a lot of questions as they interact to assess what they teach.					
21.	Use Teacher-Made Test to examine how far we have understood the content.					
22.	Provide us with quick feedback to encourage us.					
23.	Use the test results to help correct our mistakes in class.					

SECTION C:

Classroom Climate Management

Please kindly indicate the extent to which you **agree or disagree** on how tutors perform the following practices. Indicate by ticking [√] the **most appropriate** response from the following set of responses given. The following are the range of responses: Strongly Disagree = SD; Disagree = D; Neutral = N; Agree = A; Strongly Agree = SA.

	Setting High Expectation: Our Tutors……	SD	D	N	A	SA
1	Establish rules to ensure smooth face-to-face sessions.					
2	Expect that we learn seriously so that we perform well.					
3	Inspire us to set high expectation to guide their learning in order to perform.					
4	Develop their discussions based on what we know.					
5	Expects us to show respect for each other during class interaction.					
	Stimulating Class Interaction:	SD	D	MA	A	SA
6	Introduce class activities interesting ways.					
7	Present learning activities in different ways and styles.					
8	Tutors present challenging learning tasks to encourage us to learn.					
9	We are given equal opportunity to participate in class discussions.					
10.	Tutors ensure that we show respect and tolerance for views expressed in class (emotional sensitivities) to improve performance.					
11.	Encourage us to cooperative in learning and interact amongst ourselves to improve learning.					
12.	Ensure good class atmosphere to promote smooth class interaction to enhance our learning and performance.					
	Managing Class Space and Time:					
13.	See to it that the classroom orderly and arranged for easy movement of students' and tutors for effective interaction.					
14.	Ensure the classroom windows are opened to allow in air to ensure students' comfortable to sit in and learning.					

15.	Ensure smooth transition from one activity to another with minimal loss of instructional time.					
16.	Use classroom instructional time efficiently to improve students' learning.					
17.	Use instructional time recognising differences in students' time needed for learning.					
18.	Acknowledge that instructional time and actual time used for instruction is critical for class interaction and the impact on learning and performance.					

SECTION D:

Motivational Teaching Practices

Kindly indicate the extent to which you agree or disagree with these statements. Tick [√] the most appropriate response from the following set of responses given. The following are the range of responses: Strongly Disagree = SD; Disagree = D; Neutral = N; Agree = A; Strongly Agree = SA.

No	Providing Models of Learning: Our tutors …	SD	D	N	A	SA
1	Provide good model for learning by being punctual and regular for face-to-face sessions.					
2	Establish good relationship with us to enhance learning and performance.					
3	Introduce short and interesting activities in lessons.					
4	Use tutors good sense of humour in their interaction.					
5	Use different examples during lessons.					
6	Share their student day's experiences with us to encourage us to go on with our studies even in difficult circumstances.					
7	Show interest in their teaching and this encourages us to learn and do better.					
8	Teach us how to organise ideas and solve problems, which help us perform.					
9	Remind us on why we are on the programme and this keep us focused to learn to perform.					
	Ensuring Content Relevance:	SD	D	N	A	SA
10	Stress the importance of the topics to be taught creating the interest and insight for us to learn.					
11	Tell us about the requirements of the units to be taught and this helps us gain insight.					
12.	Relate content taught to specific interest of students'.					
13.	Relate subject content to our experiences and this makes us understand what we read.					
14.	Encourage us to give personal and practical examples of concepts to examine our understanding of topics taught.					
	Persuading Students' Learning	**SD**	**D**	**N**	**A**	**SA**
16	Encourage us to work hard during class discussion on the units in our class interactions.					
17	Encourage us to read beyond the content in our models to broaden our content knowledge in order to do well.					
18	Explain to us the need for lifelong education to encourage					

	us.					
19	Encourage us to monitor our learning by working on self-assessment questions noting down our progress as we go along.					
20	Encourage us to share our personal experiences and thoughts in learning.					
	Use Engaging Teaching Methods					
21	Encourage us to suggest rules to guide class engagements.					
22	Encourage us to learn from our classmates and to learn in groups.					
23	Promote interest in lessons through class demonstrations, stimulate interest and excite our imagination to enhance our learning and for higher academic performance.					
24	Stimulate discussions, use lots of questioning, give students' learning task to improve our academic work during class interactions.					
25	Task us with lots of self-assessment exercises to make us gain insight to be able to perform well.					
26	Provide us with positive feedback to encourage us learn.					

SECTION E:

Students' Perception on Module Usefulness

Please indicate the degree to which you agree or disagree with these statements. Tick [√] the most appropriate response from the following range of responses: Strongly Disagree = SD; Disagree = D; Neutral = N; Agree = A; Strongly Agree = SA.

S/N	**Statements.**	SD	D	N	A	SA
1.	The modules are clear and well arranged.					
2.	The objective of each unit or section is indicated.					
3.	The modules contents are interactive with practical assignments and self-assessment questions (SAQ).					
4.	The module has a practical link to my work situation.					
5.	There are study guides on the number of units to cover for face-to-face sessions, quizzes and examinations.					
6.	The modules are interesting to read or study.					
7.	The module content is clear and provides enough insight to enhance our performance.					
8.	The module content is enough and sufficient to prepare us for quizzes and End-of-Semester Examinations.					
9.	We know quizzes and End-of-Semester Examination time periods long before we write our papers.					
10.	Continuous assessment methods are good and fair as it covers the units in the modules on which we are examined.					
11.	The modules are very important for our academic performance.					

12. Are other information can you share about the use of the modules?

……

……

APPENDIX III: Interview Schedule for Heads of Department.

No.	Objectives	Main Question	Possible Probing Questions
1	To examine the extent to which tutors' direct teaching practices influence students' academic achievement on the distance education programme of University of Cape Coast.	How do tutors direct teaching practices influence students' academic achievement on the distance education programme of the University of Cape Coast, Ghana?	1. Can you in brief describe the nature of Instructional Practice carried out at the study centres? 2. How does the College policy influence the Instructional Practice of the tutors? 3. Are tutors facilitating in line with CoDE's policy on classroom interaction? What assistance are offered to the tutors to them facilitate to influence learning. Is the assistance adequate? If no, how further can you go in that direction? 4. What is your candid view about the quality of instructional practice offered at the study centres?
2.	To establish the extent to which tutors class climate management influence the academic achievement of students' on the distance education programme.	To what extent do tutors' class climate management influence students' academic achievement on the distance education programme.	1. In your opinion how does classroom climate management practice contribute to students' learning at the face-to-face sessions. 2. How well do tutors manage their face-to-to-face session? 3. How can this be monitored with the view to improving it?
3.	To assess tutors' motivational teaching practices influence on the students' academic achievement on the distance education programme of University of Cape Coast, Ghana.	To what extent do tutors motivational teaching practices influence students' academic achievement on the distance education programme of University of Cape Coast, Ghana.	1. How important is motivational teaching to students' learning and performance? 2. How can tutors sharpen their skill in m motivational instructional practice? 3. How can tutors be encouraged to adopt and improve the practice?

4	To assess the usefulness of the modules and its influence on students' academic achievement on the distance education programme of University of Cape Coast.	What are your views about the use of the modules used on the distance education programme?	4. How important are the modules in terms of a. Tutors facilitation b. Students' academic work c. What a aspects of the modules that you like? d. What are some the challenges with the use of the modules? e. What are some the Strategies that can be used to improve the issues raised?
5	To identify instructional practices challenges tutors face on the distance education programme in University of Cape Coast, Ghana.	What challenges do tutors face in their instructional practice on the distance education programme of University of Cape Coast, Ghana.	Are there challenges in managing tutors instructional practice on the distance learning programme in University of Cape Coast? If yes, what are the challenges?

1. What are some of the strategies that can be put up to resolve the challenges identified in relation to:
    a. Tutors instructional practice
    b. Module Use
2. What recommendation can you make for policy and practice?

APPENDIX IV: Regional Coordinators Interview Guide

S/NO	Objectives	Question	Probing Questions
1.	To assess the extent to which tutors' direct teaching practices influence students' academic achievement on distance education programme of UCC, Ghana.	How does the tutors' instructional practice affect the students' academic achievement on the distance education programme? What are your views on the way tutors facilitate at the study Centre's?	• What is your role as a Regional Coordinator on the distance education programme of the University of Cape Coast? • How do tutors carry out their duties at the Study Centre's? • How do you influence their instructional practice • What would you say about the attitude of course tutors towards their work at the study Centre's? • If positive/negative how do they manifest that? • Are they well prepared for face-to-face interaction? • What would you say about their facilitation/ delivery? • Are tutors interactions engaging enough in Class?
2. 3.	To establish the extent to which to which class climate management practices influence students' academic achievement on the	How do the tutors manage the class for effective interaction?	• In your opinion are tutors interaction capable of developing students high order skills? • If Yes, how do they achieve that? • What is your view on tutor assessment

	distance education programme, UCC, Ghana. To assess tutors' motivational teaching practices influence on students' academic achievement on the distance education, programme, UCC, Ghana. What challenges do tutors face in their instructional programme.	How do tutors motivate students through their interaction or class facilitation? What challenges do tutors face in their instructional practices. 4.What strategies would you recommend to solve the challenges highlighted.	of students? • What are your views on the quality of instruction at the Study Centre's in your region? • • To what extent does the tutors instruction affect class organisation to enhance students' academic performance? Are tutors managing well for smooth class facilitation? (rules, setting expectations, use of time etc.). Are tutors challenged by workload, students preparation etc. How can tutors facilitate to encourage adult learners to learn? 5.What policy recommendation would you make to improve tutors' instruction on the distance education to enhance academic performance in University of Cape Coast?

Modules

1. As a Regional Coordinator how do you assess the modules you use in facilitating?
    a. In terms of relevance to the programme, students' academic achievement

b. Coverage, usability to tutors; students;

2. Do the module format lend itself to easy use as facilitator?
3. Are there aspects of the modules that limit your facilitation?
4. Are there certain aspects of the modules you will love to see revised?
5. What recommendation will you make to improve the module?

Strategy Recommendation.

1.What strategies would you recommend for management adoption in order to improve the system.

APPENDIX V: Interview Guide for the Provost.

1. What are your views on instructional practices at the various study Centre's of the College of Distance Education of University of Cape Coast?
2. What are the policy issues relating to instructional practice at the university in relations to CoDE?
   a. Do the tutors' instructional practices align to the instructional policy of CoDE?
3. What challenges are likely to affect instructional practices at the Study Centres?
4. What strategies would you suggest to improve tutor practice at the College of Distance Education?

MODULES USEFULNESS

1. What are your views about the use of the modules in the distance education programme?
2. What is the Policy governing production for the distance learners?
3. What are the aspects of the modules that you like?
4. What are some aspects of the views that you do not like?
5. What suggestions can you give to improve the content of the module?

APPENDIX VI: Introductory Letter

Kenyatta University
Department of Educational Management, Policy and Curriculum Studies
P. O. Box 43844-0100
Nairobi-Kenya

To**……**

REF: A QUESTIONNAIRE ON THE INFLUENCE OF TUTORS' INSTRUCTIONAL PRACTICES ON STUDENTS' ACADEMIC ACHIEVEMENT IN DISTANCE EDUCATION PROGRAMME IN UNIVERSITY OF CAPE COAST, GHANA.

I am a Post Graduate student of Kenyatta University pursuing a Doctor of Philosophy in Educational Administration in the Department of Education, Policy and Curriculum Studies. I am undertaking a research study on the Influence of tutors' instructional practices on Students' Academic Achievement in the distance education programme in University of Cape Coast, Ghana.

The purpose of the study is to find out the degree of influence of tutors' instructional practice on students' academic achievement on the distance education programme in University of Cape Coast, Ghana. This is to inform policy on the distance programme so that interventions can be put up to improve current practice.

I will be glad if you could volunteer to respond to questions in the questionnaire to help me undertake the study. Your participation and response will be treated confidentially. Kindly complete all sections of the questionnaire. You do not have to write you name on any part of the questionnaire.

Thank you for your participation.

Yours faithfully,

……

Gabriel Essilfie (Researcher).

APPENDIX VII: Informed Consent For Interview.

Dear Participant,

I appreciate your decision to participate in a research programme that seeks to investigate the influence of tutors' instructional practice on students' academic achievement in the distance education programme of University of Cape Coast in Ghana. The purpose of the research is to establish the degree to which tutors' instructional practice influence students' academic achievement in University of Cape Coast, Ghana.

Distance Education Programme. There will be an interview guide to solicit your views on the study. The interview will be recorded transcribed and deleted. The interview would last for an hour. There will be no information requiring your identity for participation and so anonymity and confidentiality is assured. This information is for the purposes of research only. Your participation in this study is voluntary and you may take a decision to discontinue with your participation when you deem it appropriate. Results from the study will help inform management on strategies to help improve the programme to enhance the university's position as the leading university in distance education enrolment in Ghana. Kindly indicate your desire to participate by signing the space provided underneath:

Signature…….

Date……

Thank you for participating.

Gabriel Essilfie
+233204658271/+254792747147
Kenyatta University,
Department of Education Management,
Policy and Curriculum Studies.

APPENDIX VIII: Students Consent Letter

Dear Student,

I am undertaking a study related tutors' instructional practice and its influence on students' academic achievement on the distance education programme in University of Cape Coast with a view to informing management of the University of Cape Coast, Ghana in connection with my PhD at the Kenyatta University, Nairobi, Kenya.

I have been given the permission to do a study at your study centre for which I would like you to take part. This seeks to find the connect between instructional practices and students' academic achievement and how the university may be empowered to put in measures to enhance distance education in the university which is prominent in distance education delivery in Ghana.

Kindly complete the questionnaire during your session in school. You have the permission to withdraw where you find it prudent. You will have the opportunity to know the findings of the study the study through a seminar. You may contact me through the following email for any further information. The email is gessilfie @ucc.edu.gh. Thank you.

Yours faithfully

……..

Gabriel Essilfie

(Researcher)

Written Consent

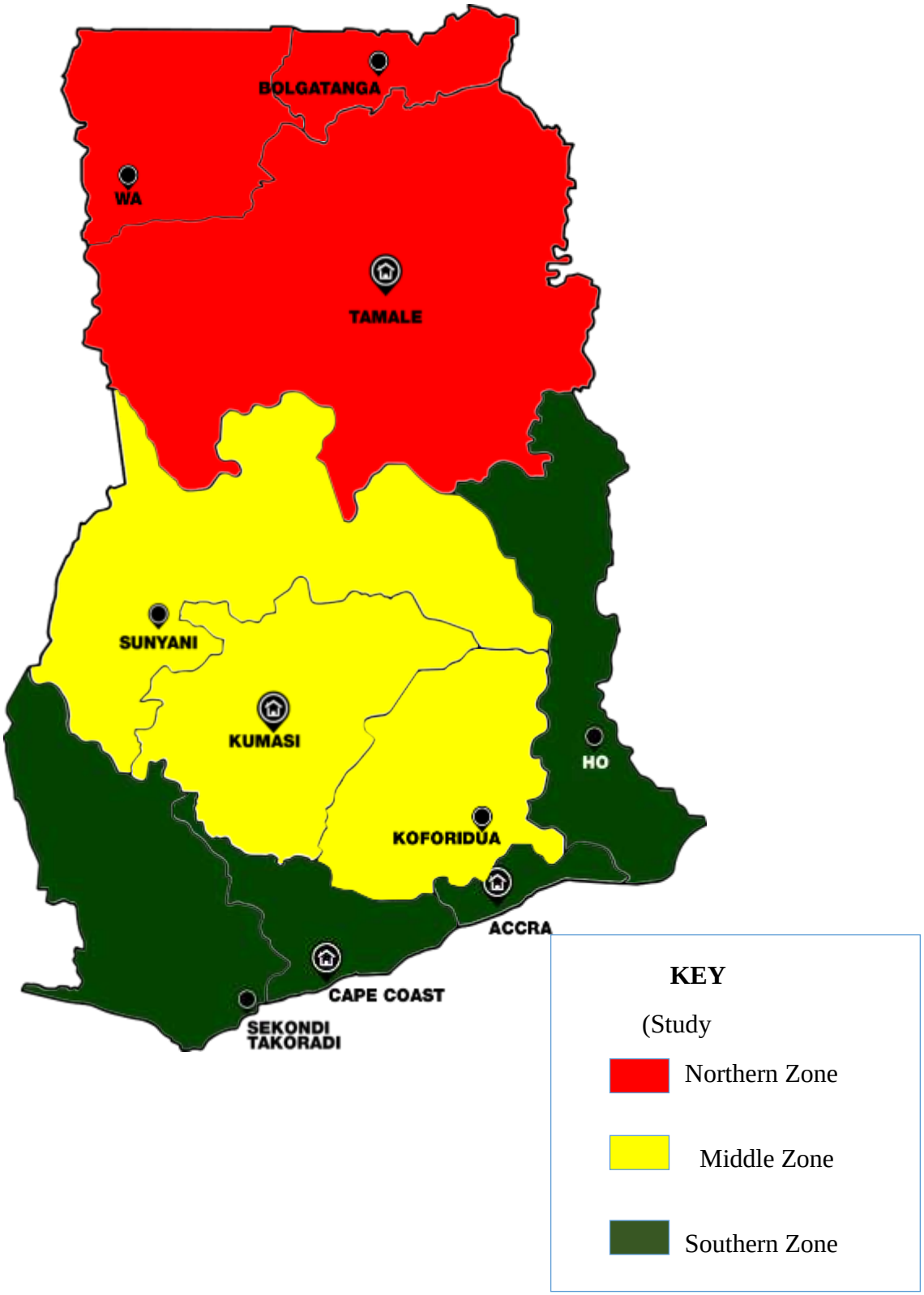
I have read the content of the letter and have taken the decision to be part of the

study. I understand the importance of the study and appreciate to be part.

Name…….

Signature……..…….

APPENDIX IX: Map of Ghana Showing the Study Area Covered.



APPENDIX X: Approval of Research Proposal

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 57530

Internal Memo

FROM: Dean, Graduate School

DATE: 23rd August, 2018

TO: Mr. Gabriel Essilfie
C/o Educational Mngt. Policy & Curr. Studies Dept.
Kenyatta University

REF: E83F/CTY/31939/15

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

This is to inform you that Graduate School Board at its meeting of 22th August, 2018 approved your Research Proposal for the Ph.D. Degree, entitled "Influence of Tutors Instructional Practices on Student's Academic Achievement in Distance Education Programme in the University of Cape Coast, Ghana".

You may now proceed with your Data collection, subject to The Regional Director, Ghana Education Service, Central Region.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed supervision Tracking Forms per semester. The form has been developed to replace the progress Report Forms. The Supervision Tracking Forms are available at the University's Website under Graduate School webpage downloads.

By copy of this letter, the Registrar (Academic) is hereby requested to grant you substantive registration for your Ph.D. studies.

Thank you.

REUBEN MURIUKI
FOR: DEAN, GRADUATE SCHOOL

KENYATTA UNIVERSITY
OFFICE OF THE
23 AUG 2018
GRADUATE SCHOOL
P.O. BOX 43844-00100 NAIROBI

c.c. Registrar (Academic) Att: Mr. Likam
Chairman, Educational Management, Policy & Curriculum Studies Dept.

Supervisors: -

1. Dr. Samuel Waweru
   C/o Educational Mngt. Policy & Curr. Studies Dept.
   KENYATTA UNIVERSITY
2. Dr. Purity Muthima
   C/o Educational Mngt. Policy & Curr. Studies Dept.
   KENYATTA UNIVERSITY

RM/cao

APPENDIX XI: Research Authorization

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

OUR REF: E83F/CTY/31939/15

Date: 23rd August,2018

The Regional Director,
Ghana Education Service, Central Region,
Cape Coast,
Ghana

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR MR. GABRIEL ESSILFIE REG. NO. E83F/CTY/31939/15

I write to introduce Mr. Essilfie who is a Postgraduate Student of this University. He is registered for Ph.D. Degree programme in the Department of Educational Management, Policy & Curriculum Studies in the School of Education.

Mr. Essilfie intends to conduct research for a proposal entitled, "Influence of Tutors Instructional Practices on Student's Academic Achievement in Distance Education Programme in the University of Cape Coast, Ghana".

Any assistance given will be highly appreciated.

Yours faithfully,

23 AUG 2018

REUBEN MURIUKI
FOR: DEAN, GRADUATE SCHOOL

RM/cao

APPENDIX XII: Introduction Letter from UCC

UNIVERSITY OF CAPE COAST
COLLEGE OF DISTANCE EDUCATION

Telephone: 03321-35203/36947
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TO WHOM IT MAY CONCERN

We wish to inform you that Mr. Gabriel Essilfie, a PhD student of Kenyatta University and a staff of the College of Distance Education, University of Cape Coast, is conducting research for his Ph.D thesis on the topic " **Influence to Tutors Instructional Practices on Student's Academic Achievement in Distance Education Programme in the University of Cape Coast, Ghana ."**

It would be very much appreciated if you could offer Mr. Essilfie the needed assistance to enable him collect data for his research.

We count very much on your maximum cooperation.

Opoku Oku-Afari
Ag. College Registrar

cc: Provost, CoDE
Mr. Gabriel Essilfie, CoDE