

Business Teachers And Students' Perception Towards Assessment Practices

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DOI: 10.29322/IJSRP.10.08.2020.p10467

<http://dx.doi.org/10.29322/IJSRP.10.08.2020.p10467>

Abstract- This study investigated Business teachers and students' perception towards the practice of assessment in Mfantseman Municipality, Cape Coast. To realize their perceptions, descriptive survey design was used. A close-ended questionnaire item with five point Likert- scale was administered to forty teachers and two hundred and thirty students. The data was analysed using descriptive statistics. The results from the data indicated that the students and teachers had a positive perception about assessment. The findings also indicated that there was no statistically significant difference between teachers and students' perception towards the practice of assessment. Most of the teachers in this study used assessment for documenting learning, rather than reporting purposes. The findings of the study revealed that most teachers and students prefer multiple-choice, true-false, essay and matching type questions than assessment that focused on practical aspects. It was concluded that, teachers and students had positive perception towards assessment in Business Studies. The study recommended that professional development programs for Business Studies teachers should stress the use of wide range of assessment practices.

Index Terms- Business Studies, Perception and Assessment Practices.

I. INTRODUCTION

Education is a very important human activity. It helps any society to fashion and model individuals to function well in their environment. According to Boit, Njoki and Chang'ach (2012), the purpose of education is to equip the citizenry to reshape their society and eliminate inequality. Provision of quality secondary education is therefore important in generating the opportunities and benefits of social and economic development (Onsumu, Muthaka, Ngware & Kosembei, 2006). In particular, secondary school education is an important sector in national and individual development. It plays a vital role in creating a country's human resource base at a level higher than primary education (Achoka, Odebero, Maiyo & Mualuko, 2007). In line with this, many countries have given priority to research on what happens in the classroom and how teaching and instruction influences students' learning. Recent reviews suggest that teachers' instructional practices make a difference to students' learning and it is more important than class size, classroom climate, and teachers' years of experience and formal training (Baumert et al., 2010; Bryk, Sebring, Allensworth, Easton, & Luppescu, 2010;

Konstantopoulos & Chung, 2011). Studies indicated that the impact of both teacher characteristics and instruction is stronger than previously assumed, while there seems to be agreement that teacher instruction matters but the field still lacks knowledge about how and why teachers' different instructional practices relate to students' learning (Lipowsky et al., 2009).

It has been proved that teachers have an important influence on students' academic achievement in the sense that they play a crucial role in educational attainment because the teacher is ultimately responsible for translating policy (curriculum) into action and principles based on practice during interaction with the students (Afe, 2001). In their study, Wright, Horn and Sanders (1997) concluded that the most important factor influencing student learning is the teacher. Teachers stand in the interface of the transmission of knowledge, values and skills in the learning process. If the teacher is ineffective, students under the teacher's tutelage will achieve inadequate progress academically. Business studies helps to develop a business culture, which is vital for promoting economic development, equip students with skills necessary for a successful business career and further lead to the acquisition of attitudes that are necessary for success in modern business practice. In relation, student academic achievement is important in determining the quality of business programme offer in the school. However, students' performance in the subject has not been encouraging and it has become a perturbation issue for stakeholders in Ghana. WAEC Chief Examiners' report (WASSCE 2015) recorded that students' performance in Business studies has not been encouraging. This poor performance has been attributed to several factors like, ineffective use of teaching and learning materials, poor use of teaching methods, large class size, teacher quality, lack of supervision, among others (Hymel, 2006; Sherman et al., 2008; Kimanil et al., 2009; Koopman, 2017). Among these factors, teacher-related factor stands to be the most important that influence students' achievement (Seidel & Shavelson, 2007; Timperley & Alton-Lee, 2008; Hattie, 2009). Per this, Business studies teachers' instructional practices are the key to achieving desired student outcomes for developmental programs. Internationally, several studies have been conducted on teachers' instructional practices. Wenglinisksy (2001) studied about Teacher Classroom Practices and Student Performance. The study found that the effects of classroom practices, when added to those of other teacher characteristics, are comparable in size to those of student background, suggesting that teachers can contribute as much to student learning as the students themselves. In a related study, Morgan et al., (2008) investigated the

instructional practices that most helped first Grade Teachers with and without mathematics difficulties. Their study revealed that the largest predicted effect for a specific instructional practice was for routine practice and drill.

In Ghana, several studies have been conducted on factors influencing students' academic performance. Davis & Agbenyega, (2012) investigated the language policy and instructional practice dichotomy. Their study revealed that qualitative analysis of the results revealed what appeared to be gaps between what the policy says and what the research participants do in their schools. In a related study, Donkor & Asante (2015) investigated the Instructional Leadership of Basic Schools in Ghana. They found that supervision, evaluation, and direct personal support activities were found to be more dominant in the basic schools than curriculum planning, organization and delivery. Mensah (2012) conducted a study on factors that influence the performance in general knowledge in art of senior high school students. It was revealed that the reasons for school A's success at WASSCE is as a result of the availability of teaching learning resource, high teacher competency, experienced teachers; and the attraction and admission of high performance BECE applicants into the Visual Arts and Art-related departments. Also Adane (2013) conducted a study on factors affecting low academic achievement of pupils in Kemp Methodist junior high school in Aburi. The study revealed that the issue particular to Kemp Methodist junior high School (low academic achievements of pupils) was attributed to teachers, school environment, parents and the pupils themselves.

However, it appears that these studies were conducted on other subjects such as mathematics, languages, science, and general knowledge in arts, among others in the senior high school. It appears that only a little study has been conducted on business teachers' instructional practices and how they relate to student academic performance. It is against this background that this study was conducted to examine the relationship that exists between instructional practices and students' achievement in business in Komenda/Edina /Eguafo /Abrem Municipal (KEEA).

II. LITERATURE REVIEW

Element of Instructional Practices

Pedagogical Content Knowledge: Shulman (1987) defined Pedagogical content knowledge as teachers' interpretations and transformations of subject-matter knowledge in the context of facilitating student learning. He further proposed several key elements of pedagogical content knowledge: (1) Content knowledge; (2) Understanding of students conceptions of the subject; (3) General pedagogical knowledge; (4) Curriculum knowledge; (5) Knowledge of educational context; and (6) Knowledge of the purposes of education. Pedagogical Content Knowledge is the integration of subject expertise and skilled teaching of that particular subject (Shulman, 1986). It is an idea rooted in the belief that teaching requires considerably more than delivering subject content knowledge to students, and that students' learning is considerably more than absorbing information for later accurate regurgitation (Loughran, 2012). Several studies have been conducted on the relationship between pedagogical content knowledge and students' academic achievement.

Staub et al., (2002) in a longitudinal study of 496 students in 27 self-contained German elementary school classrooms, measured the performance in mathematical word problems and arithmetic tasks at the end of Grades 2 and 3. Their findings showed that a cognitive constructivist orientation was associated with larger achievement gains in mathematical word problems. Moreover, teachers with a direct transmission view were not more successful than teachers with a cognitive constructivist orientation in fostering students' computational proficiency. Hill et al., (2008) drawing on the work of Shulman (1986), presented a conceptualization of the pedagogical content knowledge and content knowledge of secondary-level mathematics teachers. They described the theory-based construction of tests to assess these knowledge categories and the implementation of these tests in a sample of German mathematics teachers (N=198). Analyst investigated whether pedagogical content knowledge and content knowledge can be distinguished empirically, and whether the mean level of knowledge and the degree of connectedness between the two knowledge categories depends on mathematical expertise. Findings showed that mathematics teachers with an in-depth mathematical training (i.e., teachers qualified to teach at the academic-track Gymnasium) outscore teachers from other school types on both knowledge categories and exhibit a higher degree of cognitive connectedness between the two knowledge categories. Park et al., (2012) researched on teachers' professionalism and professional development and its increase in the last two decades. A main focus of this line of research has been the cognitive component of teacher professionalism, i.e., professional knowledge. Most of the previous studies on teacher knowledge such as the Learning Mathematics for Teaching (LMT) (Hill et al. 2004), the Professional Competence of Teachers, Cognitively Activating Instruction, and Development of Students' Mathematical Literacy (COACTIV) (Baumert et al. 2010), and the Mathematics Teaching in the 21st Century (MT21) (Schmidt et al. 2007) studies have been conducted in the field of mathematics teachers' pedagogical content knowledge (PCK) and content knowledge (CK). In particular, this study describes a method to develop reliable, objective, and valid instruments measuring teachers' CK and PCK in four steps by the use of empirical data of students. Additionally, the study explored whether CK and PCK might be measured as separate knowledge categories by using a paper-and-pencil test. This paper presents a theoretical model that guides test development and provides steps to develop and validate the instruments. This suggests that the new instruments (paper-and-pencil test) can be used in combination with classroom observations to examine teaching quality and further its relation to student learning. According to Fischer et al., (2012) teachers' professional knowledge is assumed to be a key variable for effective teaching. As teacher education has the goal to enhance professional knowledge of current and future teachers, this knowledge should be described and assessed. They designed a test instrument to assess the professional knowledge of physics teachers (N=186). A model describing the relationships between these three dimensions of professional knowledge was created to inform the design of the tests used to measure CK, PCK, and PK. In this paper, they described the model with particular emphasis on the PCK part, and the subsequent PCK test development and its implementation in detail. They reported different approaches to evaluate the PCK test, including the description of content

validity, the examination of the internal structure of professional knowledge, and the analysis of construct validity by testing teachers across different school subjects, teachers from different school types, pre-service teachers, and physicists. Their findings demonstrate that PCK test results could distinguish physics teachers from the other groups tested. The PCK test results could not be explained by teachers' CK or PK, cognitive abilities, computational skills, or science knowledge.

Teacher-student engagement

Teacher-student engagement is concerned with the interaction between the time, effort, and other relevant resources invested by both students and their institutions intended to optimize the student experience and enhance the learning outcomes and development of students and the performance, and reputation of the institution (Trowler, 2010). Willms et al., (2007) conducted a study on the relationships between students' engagement and academic performance. The study examined the extent to which students' engagement is associated with experimental and traditional measures of academic performance. The significance of the study is to explore possible strategies for improving school teachers' motivation. Many measures of students' engagement were linked positively with such desirable learning outcomes as critical thinking and grades, although most of the relationships were weak in strength. Students' performance remains at top priority for educators. It is meant for making a difference locally, regionally, nationally and globally. It is suggested that school administrators and teachers plan for a more conducive atmosphere and meaningful learning activities. Different age groups and genders among students need to be addressed differently to create a better learning environment in accordance with their emotional, psychological and cognitive development. In a developing country such as Nigeria, Students' engagement in school activities is a major factor in determining students' success in education, hence, the teachers need to undergo teacher training courses to obtain the necessary skill to dynamically engage students in classroom activities.

Steele (2003) examined the relationship between student engagement and academic performance, using U.S. data of the Program for International Student Assessment 2000. The sample comprised 3,268 fifteen-year-old students from 121 U.S. schools. Multilevel analysis showed that behavioral engagement (defined as effort and perseverance in learning) and emotional engagement (defined as sense of belonging) significantly predicted reading performance. The effect of emotional engagement on reading performance was partially mediated through behavioral engagement. Findings from the study suggested that educators, policy makers, and the research community need to pay more attention to student engagement and ways to enhance it.

III. RESEARCH QUESTIONS

In order to address the problem, the following research questions guided the study:

1. What is the relationship between teachers' pedagogical content knowledge and students' academic performance in business?

2. What is the relationship between teacher engagement of students in learning and student academic performance in business?

IV. RESEARCH METHODS

The researcher employed correlational design to examine the relationship that exists between Teachers' Instructional Practices (Pedagogical Content Knowledge, Instructional Resources, and Student engagement) and Students' Achievement in Business Education in the Public Senior High Schools in KEEA Municipal. The population of the study was all business students in the three public Senior High Schools in KEEA Municipal. The study specifically included only SHS 2 and SHS 3 students reading Business in these three public senior high schools because they have much experience in learning of Business, and have classroom experience of the instructional practices of their teachers and how they relate to their academic achievement. Therefore only 450 students were accessible to the researcher, during the 2018/2019 academic year.

The sample frame for the study was all Business form two and three students within KEEA municipal. A sample size of 135 was used. This sample size is 30% of the estimated accessible population. This was in line with the suggestion of Gay as cited in Gyimah and Duodo (2005) that, for quantitative studies, a sample size of 10% - 30% of the population is sufficient for generalization purposes.

Table 1- *Population and Sample size of estimated respondents*

Name of Schools	Population Size (N)	Sample Size (n)
Komenda Sec/Tech	146	44
Eguafo-Abrem SHS	153	46
Edinaman SHS	151	45
Total	450	135

Source: Field data, 2018.

A proportional allocation was used to determine and allocate the number of students from each school because the total number of students within the school was unequal. The sample was selected using probability sampling method, particularly simple random sampling technique (fish-bowl technique). This method was used to give each student an equal chance of being selected.

A Self-Developed questionnaire was used to collect data from Business students. The questionnaire was a close-ended type having five-point Likert scale labeled: strongly disagree (a value of 1), disagree (a value of 2), Neutral (a value of 3) agree (a value of 4) and strongly agree (a value of 5). The Likert scale gauges the degree to which there is agreement or disagreement with the statement representing a common issue. The questionnaire contained four sections; A, B, C and D. Section 'A' of the questionnaire sought the demographic data of the students. Sections 'B' sought to find answers to research question 1, Section 'C' found answers to research question 2 and the last section found answers to research question 3. The survey technique was used because it is an effective tool which enables large scale numerical

data to be obtained over a short period of time and can also be easily administered.

Data collected from the field was coded, edited, keyed into SPSS version 22. The data was processed using SPSS. The data was analyzed using only inferential statistics (correlation).

Table 2- *Data Analysis Plan*

Research Question	Tools for Data Collection	Tools for Analysis
Question 1	Questionnaires	Pearson Correlation
Question 2	Questionnaires	Pearson Correlation

V. RESULTS OF THE STUDY

Research Question One: What is the relationship between teacher pedagogical content knowledge and students' academic performance in business?

The research question one sought to find out the relationship between Teacher Pedagogical Content Knowledge and Students' Performance. In order to answer this research question, a five point likert-scale questionnaire was administered to students in the selected public Senior High Schools in the KEEA Municipal. The performance of students in Business in 2017/2018 academic year was also obtained in these selected schools. A correlation analysis was made to help predict the relationship between teacher pedagogical content knowledge and students' academic performance.

Table 5-*Relationship between Pedagogical Content Knowledge and Students' Academic Performance*

Statement	Correlation co-efficient
Teacher's way of teaching shows that the lesson was planned before coming to class	-0.009
Teacher introduces the lesson well to your understanding	-0.007
Teacher delivers lesson well to your understanding	0.080
Teacher cites relevant examples during lesson delivery	0.066
Teacher relates lesson to real life	-0.016
Teacher teaches from known topics to unknown topics	0.100
Teacher normally puts students into smaller groups	0.023

Table 6-*Relationship between Teacher Engagement of Students and Students' Academic Performance*

Statement	Correlation co-efficient
Teacher reviews student previous knowledge about the topic before starting the lesson	0.672
Teacher shares lesson objectives with the student	0.590

during lesson delivery to discuss issues relating to the lesson

Teacher responds very well to questions asked during the lesson	0.064
Teacher presents the lesson in a systematic way	0.007
Teacher varies the method used in delivery of content of the lesson to student	0.104
Average	0.0412

Source: Field Data (2019)

The analysis of the correlation for the research question one shows that Variation in the use of Method of Teaching has the highest degree of weak correlation (.104) with Students' Achievement. Teaching from Known Topics to Unknown Topics (.100) has the second highest degree of weak correlation with Students' Achievement. Good Lesson Delivery (.080), Citing Relevant Examples by the Teacher (.066), Teacher's Response to questions (.064), Grouping of Students into smaller groups by the teacher (.023), Systematic Presentation of Lesson (.007), Good Introduction of Lesson by the teacher (-.007), Planning of Lesson before delivery (-.009), Relating Lesson to real Life (-.016) has the lowest level of weak correlation with Students' Achievement.

The result of the present study shows a weak correlation between Teacher Pedagogical Content Knowledge and Student Academic Performance. This indicates that students' performance is not equally affected by Pedagogical Content Knowledge. The weak relationship could be as a result of the characteristics of the respondents (area of study, geographical location and personal traits). The reason for this is manifested in Areelu (2018) who found that the result, $F(2,387) = 0.56$; $P = 0.67$ revealed that all categories of the subject were equally affected by Teacher Content Knowledge. However, $F(2,387) = 12.91$; $P = 0.00$ indicated that students were not equally affected by Teacher Pedagogical Knowledge.

Research Question Two: What is the relationship between teacher engagement of students in learning and student academic performance in business?

The research question two sought to find out the relationship between teacher engagement of students in learning and students' performance. In order to answer this research question, a five point likert-scale questionnaire was administered to students in the selected public Senior High Schools in the KEEA Municipal. The performance of students in Business in 2017/2018 academic year was also obtained in these selected schools. A correlation analysis was made to help predict the relationship between teacher engagement of students in learning and students' academic performance.

Teacher seeks the views of student about the topic for the lesson	0.873
Teacher gives ample time during the lesson for student to ask questions	0.454
Teacher uses appropriate methods of teaching to engage student during the lesson	0.791
Teacher encourages student to pay attention during lesson delivery	0.500
Teacher communicates very well during lesson delivery	0.384
Teacher encourages student to ask questions in class	0.563
Teacher engages student very well during the delivery of the lesson	0.832
Teacher always welcome student ideas during lesson delivery	0.590
Average	0.6249

Source: Field Data (2019)

The analysis of the correlation of research question two shows that almost all the variables except Teacher Communication with Students have a strong/ moderate relationship with students' achievements. Seeking Students views about the Topic has the highest degree of correlation (.873) with student achievement. Engagement of Students during Lessons (.832), Appropriate Methods used in Students Engagement (.7911), Reviewing Student Previous Knowledge by the Teacher (.672), Sharing of Lesson Objectives with Students (.590), Teacher's Appreciation of Students' Ideas (.590), Teacher Encourages Students to ask Questions (.563), have a strong correlation with Students' Academic Performance. Teacher Encourages Students to pay attention in class (.500), Teacher gives opportunity to students to ask questions (.454) and Teacher communication with students (.384) have moderate level of correlation with students' performance. The results of the present study show a strong correlation between Teacher Engagement of Students and Students' Performance. The reason for this significant relationship is best manifested in Willms et al., (2007) who found that students' engagement in school activities is a major factor in determining students' success in education, hence; teachers need to undergo teacher training courses to obtain the necessary skill to dynamically engage students in classroom activities. Also, Steele, (2003) multilevel analysis showed that behavioral engagement (defined as effort and perseverance in learning) and emotional engagement (defined as sense of belonging) significantly predicted reading performance. The effect of emotional engagement on reading performance was partially mediated through behavioral engagement. Findings from the present study suggested that educators, policy makers, and the research community need to pay more attention to student engagement and ways to enhance it.

In summary, there is a relationship between the two variables (Pedagogical Content Knowledge and Teacher Student Engagement) and Students' Academic Achievement in Business in the selected public Senior High Schools in KEEA Municipal. However, Pedagogical Content Knowledge has a weak relationship with Students' Academic Performance in Business, while Teacher Student Engagement has a strong/moderate

relationship with Students' Academic Performance in Business in the selected public Senior High Schools in KEEA Municipal.

VI. DISCUSSION

The main purpose of this study was to examine the relationship that exists between instructional practices and students' achievement in business as a programme, specifically, in the public senior high schools in Komenda/ Edina/Eguafo/Abrem Municipal (KEEA) in the Central Region of Ghana. Findings revealed that Pedagogical Content Knowledge and Students' Academic Performance in Business, the study found that there is a relationship that exists between these two variables, but this relationship was found to be weak. According to the result from the analysis, Pedagogical Content Knowledge of the Teacher was seen as less influence on Students' Performance in Business. On Teacher Engagement of Students and Students' Academic Performance in Business the study found that there is a strong relationship between these two variables. It means Teacher Engagement of Students has more influence on Students' Academic Performance in Business as compared to PCK.

The study also found that there is a relationship that exists between the use of Instructional Resources and Students' Academic Performance in Business. The relationship between these two variables is a strong one which means that the use of instructional resources has a great influence on students' academic performance in Business.

VII. CONCLUSION

The findings of the study show that there is a relationship between the three variables (Pedagogical Content Knowledge, Teacher Student Engagement and Instructional Resources) and student academic achievement in Business in the selected public Senior High Schools in KEEA Municipal. Though the study found a weak relationship between PCK and students' achievement in Business, it does not necessarily mean that student performance is not totally independent on PCK. The weak relationship could be as a result of the characteristics of the respondents (area of study, geographical location and personal traits).

Teacher Student Engagement and the use of Instructional Resources have a greater influence on Students Academic Performance and can therefore be concluded that teachers should effectively engage their students during lesson delivery and also adopt the culture of using various instructional resources in their lesson delivery to enhance the performance of students in Business.

VIII. RECOMMENDATIONS

Based on the key findings and the conclusions drawn, the following recommendations are made:

1. Policy makers/School Heads should periodically organize workshops and in-service training for teachers to be educated on appropriate teaching styles that can be adopted for the teaching and learning of Business in the Senior High School.
2. School Heads should monitor teachers to implement strategies that will involve students in the teaching and learning process, and Teachers should also develop the habit of engaging their students during lesson delivery through crafting of teaching and learning activities in the process of lesson delivery.

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