

# **The Perception of Head Teachers on the Instructional Performance of Teachers by Distance Learning in the Upper West Region of Ghana**

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**Abstract:** *The goal of the study is to analyze the perception of head teachers on the instructional performance of teachers by distance learning in the Upper West Region of Ghana. We cannot continue to pretend distance education does not matter, to the development of education in Ghana. Researching into distance learning in the present times is crucial because the rate at which distance learning is expanding needs attention. Common observation has shown that you can sight at least one distance learning student in most organizations. The situation has become critical, and we need to investigate more into the new area that has revolutionized the educational system in Ghana. The researcher is interested in the question whether teachers after receiving instructional training in distance learning are performing well in the classroom. The design of the study is a case study, and the site is the Upper West Region of Ghana. Purposive and snowballing methods are used to select the sample. A survey questionnaire is used to gather data for the study, and analysis was primarily descriptive. The study is important because research has shown that, distance learning programs are valid and relevant, but some people also believe they are not reliable and trustworthy. We need to continue to investigate the issues of distance learning programs. It should be a matter of great concern to all stakeholders in education, on what can or cannot be done, to make the Ghana Education Service accept or reject teachers by distance learning.*

**Keywords:** *Distance Learning, Traditional Education, Performance, Models, Training, Instructional, Programs, Teacher.*

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## **1. INTRODUCTION**

The traditional school classroom environment has been around for centuries. It is the dominant learning technique that has stood the test of time. However, society is dynamic, and things change. With the evolution of information technologies including the internet, other options of education cropped up such as distance learning (Biggs, 2006). The new option of distance learning is becoming popular every day, and a large number of people are into distance learning of which Ghana is no exception (Waits and Lewis, 2003). Initially, a lot of people have reservations as to the quality of distance education programs (Shachar and Neumann, October 2003). Now that perception is fast changing, and people are beginning to embrace distance education more than before. Studies have shown that both traditional and distance learning programs provide quality education (Biggs, 2006). The fact that people are continuing to apply for distance education programs means that it has come to stay (Thirunarayanan, 2010). However, there are some reports indicating that hiring professionals prefer applicants with traditional education degrees than those with distance learning. Among the various reasons assigned to this fact are those who say that, the teachers who completed their training in distance education method lack classroom experience and mentored learning experiences (Adam, 2008). Aside these reasons, Raj and Al-Alawneh (2010) also found out that most employers are concerns over online degrees. The belief is that, the processes lack the element of face-to-face interactions between students and their mentors which are common features associated with the traditional education system (Raj and Al-Alawneh, 2010). I see a large gap, in the process of assigning valued judgment on distance learning graduates. We need to evaluate the performance of teachers in the classroom, to be able to make inferences about their performance. That is why the study is significant, and will help to evaluate the performance of teachers who completed their training in distance learning through their head teachers.

### 1.1. Background of the Study

It is a fact that every educational system goes into serious planning before implementation. Whether a distance or traditional learning approach, they would go through the same careful planning and execution. Each of these systems has their advantages and disadvantages. It is only a matter of choice that a student will choose to study in distance learning or by traditional learning models (Adams, DeFleur, and Heald, 2007). For example, many online education students think that, regular classes are inflexible, rigid, and more teacher-centered (Biggs, 2006). They feel a lot of flexibility that distance learning gives to students, which is very crucial in meeting educational goals in the 21st century. Distance learning is so flexible that, it allows full-time workers to take classes when it is convenient for them; thus they can manage their time between work and schooling (Biggs, 2006). The traditional education students will support their choice because the regular classrooms have some advantages. They allow students to see their instructors face-to-face and ask questions concerning their progress (Raj and Al-Alawneh, 2010). Likewise, they can meet their fellow students, for group discussions and fellowship. In other words, traditional learning methods give you the opportunity and ability to learn with others on a daily basis. The bottom line is that students who earn their degree online have the same level of satisfaction as students who receive their degrees in the regular schooling (Biggs, 2006).

The telecommunications revolution has changed all aspects of life (Shachar and Neumann, 2003). Educational systems are not left out of the hook because they have pursued new methods of delivering education. It is the telecommunication revolution that has gingered the rapid expansion and development of distance learning programs for the past two decades (Shachar and Neumann, 2003). The traditional education model, where students attend classes at stipulated times will disappear; if the rate at which distance learning is gaining popularity continues for the next decade (Shachar and Neumann, 2003). Distance learning has indeed changed the face of schooling where students can now study in the comfort of their homes. A research conducted by Tucker (2001) which examined whether distance learning is better, worse, or as good as traditional schooling revealed that, both groups performed above average level. In a related study, Biggs (2006) asked students, to indicate their perceptions of the psychosocial learning environment in three formats of university instruction. They are Traditional, Hybrid and Distance learning formats. The results show that instructor support is rated highest for regular schooling by the students, followed by the hybrid course while distance learning was ranked lowest. In the area of student interaction, and collaboration hybrid course was rated highest followed by traditional learning with distance education taking again the least (Biggs, 2006).

There have been other studies that explore whether there are differences in academic indicators of students, in the traditional and distance learning method (Urtel, 2008). The results indicated a statistically significant difference between students who are taking a course in the traditional learning process, and those taking a course via distance learning. The overall academic performance as measured by the grade earned which is ( $p = .010$ ), indicated that students enrolled in the traditional schooling system received overall a 3.16/4.00. While students taking a course via distance learning model received a 2.28/4.00 (Urtel, 2008).

Barron (2014) provided useful information on how distance education institutions can develop, and implement their programs to enhance a healthy teaching and learning environment. The enhanced teaching and learning environment will not only support non-traditional adult's students to achieve their goals, but to all consumers of distance learning programs. According to Barron (2014), most of the participants in distance learning programs are adult learners. Therefore, emphasis should be placed on participation, experiential learning, and self-directed learning. The value of experiences, social equity, and access should not be undermined because addressing these needs and learning styles of adult have the best chance of yielding good results (Adams and DeFleur, 2005). Likewise, students' on distance learning programs satisfaction levels can increase, if they are in active learning. The activities for the active learning may include; discussion forums, assignments, regular feedback, and reliable instructor interaction with students (Biggs, 2007). The implication is an increase in the feelings of belongingness among students and boosts the perception of the quality of distance learning programs.

Woodley (2010) believed that, we live in a more competitive world. If you do not own a degree in a field of some sort, you will be left out of the job market. Even those who are already in the job market

need to upgrade their qualifications to avoid replacements (Adams and DeFleur, 2005). Thus pursuing degrees online or by distance learning are purely necessities for anyone who wants to development their skills in the 21st century. Besides, Sanders (2014) noted there has been competition between traditional schooling and online learning. According to Sanders (2014), online programs continue to grow at a faster rate than traditional education for so many obvious reasons. Workers fear if they leave their jobs for traditional schooling or campus learning they will not get them back when they return. With modern trends in the economy, where people are busy at work, parents find it difficult to get someone to take care of their families' whiles they are at school. These and many more reasons account for the rapid growth of participation in distance learning programs. It is very obvious that, hiring professionals are less apprehensive about online degrees today as compared to some years back (Sanders, 2014).

We may as well ask the question that, if hiring professionals prefer traditional learning to distance learning then why are people still subscribing to distance learning programs. The answers to this question relate to what O'Lawrence (2007) presented in his article titled an overview of the influences of distance education for adult learners. According to O'Lawrence (2007), people will participate in distance learning because it opens up new opportunities for participation in the learning process. It is also cost effective because a large number of students are educated by few instructors. The story was not different from what Columbaro and Monaghan (2009) found out after reviewing some articles on distance education. According to their report, employers think that traditional training is better than the online training for people, and for that matter they would prefer traditional degrees to online degrees. In another development, Adam, Lee, and Cortese (2012) also found out that the perceived marketplace value attached to college degrees earned online was little. Therefore, applicants with traditional education training were most accepted (Adam, Lee, and Cortese, 2012).

Most of the literature on distance learning describes why distance learning or online degrees are not recognized by hiring professionals. They seem to be silent on the actual output of the distance learner, which has created a gap in our understanding of the performance of teachers who completed their training in distance learning model. The purpose of the study is to find out the perception of head teachers, on the level of performance of teachers who completed their training in distance learning. Researching the issue is significant because it will add up to the information on the viability of degrees earned in distance learning by teachers. It will also give information on how products of distance education are performing in the job market. Indeed, it will inform curriculum developers on crafting content and programs for teacher distance learning programs. The study will also make recommendations for future development of distance learning programs. In line with what Reynolds (2007) said, it will enable us to make a valued judgment about the quality of distance learning programs for teachers.

### **1.2.Purpose of the Study**

The purpose of the study is to examine the perception of head teachers about teachers who completed their training in distance education in the Upper West Region of Ghana.

### **1.3.Research Question**

The following question is set to guide the study.

- What is the perception of head teachers about the instructional performance of teachers in distance learning?

### **1.4.Significance of the Study**

Researching into this issue is significant because it will add to the knowledge base of distance learning and its impact on our educational systems. Secondly, it will allow us to make a valued judgment about the quality of distance education for teachers by revealing through their head teachers how well they perform in the classroom. This research will particularly benefit hiring professional to allow them to make informed decisions, about the choices they make, ensuring that there are equity and parity in the hiring of all teachers.

### **1.5.Limitation**

One of the limitations of qualitative research is the subjective nature of sample selection that raises the issue of the trustworthiness and credibility of the results (Creswell, 2013). To overcome the

challenge, the researcher adopted two methods of sample selection. Purposive and snowballing sampling techniques were used to gather data for the study. There are no serious ethical concerns about the study. Psychologically, people find it difficult to change what they believe in but changes can occur with new discoveries.

## **2. METHODOLOGY**

### **2.1. The Research Design**

According to Frankfort-Nachmias (2008), a good research design must reflect theories that informed the study. Likewise, a good research should also be feasible, situational, and efficient (Creswell, 2009). In line with these findings, the best research design for the study is a case study. Case studies are one of the designs that are compatible with qualitative research. One of the features of the qualitative design that makes it useful for the study is that it employs inductive reasoning. Thus, the study developed ideas from the known to the unknown (Frankfort-Nachmias, 2008). Case studies are useful because they make use of the in-depth collection, and analysis of data to report a case (Creswell, 2013).

### **2.2. The Site and Population**

The site of the study is the Upper West Region of Ghana. The site is chosen primarily for proximity reason which is acceptable in research (Frankfort and Nachmias, 2008). The distance education program the researcher is coordinating in the region provides an excellent opportunity to explore the perception of head teachers towards the performance of teachers in distance learning. Head teachers are engaged in the study because they are placed at the most strategic position to assess the performance of teachers who completed their training in distance learning. Moreover, head teachers monitor the day-to-day activities of teachers while they are in school including their instructional activities.

The sampling units for the study are head teachers of schools that have teachers who completed their training in distance learning. It's hard to determine the number of teachers who completed their training in distance education in the region because there is no data to support that. The reason is that teachers who completed their training in distance education or traditional learning systems are awarded the same certificates. It makes it difficult for their employers to keep records on which teacher is a distance learning product, and who is a traditional education product. The phenomenon is contributing to the inability of the Ghana Education Service in the region to keep records of teachers who completed their degrees in distance learning.

### **2.3. Sample Size and Sampling**

The total number of head teachers identified who have distance learning teachers in their schools is 70. That is the available number the researcher was able to identify in the region using purposive and snowballing methods (Sarantakos, 1998). The lack of data on the total number of teachers in the region, who completed their training in distance learning, makes purposive and snowballing sampling the best option for the research. Purposive sampling is accepted in the qualitative methodology because it focuses more on understanding the members and selecting members with rich information to support the objectives of the study.

Moreover, the current study is not focusing on generalizing the results. Rather it is concentrating on the particular characteristics of the population that are of interest to the study, and will help the researcher to find answers to the research question. The unique information that the study requires cannot be gathered from members selected through random sampling (Patton, 2002). According to Patton (2002), when particular characteristics of members are required; then purposive sampling is useful. The snowballing method is used by the few identified head teachers, to further identify other head teachers in their category. At the close of the exercise, we identified 70 head teachers. Some of the advantages of using purposive and snowballing techniques are that; you sample with a purpose in mind. It is also faster to reach out to a targeted sample quickly, to get their opinions (Patton, 2002). Aside the advantages, they have a challenge of defending the representativeness of the sample. It is also difficult to convince the reader that the judgment you used to select the units of study is appropriate and not bias (Patton, 2002).

**2.4. Data Instrument and Collection Procedure**

A researcher’s ability to answer the research question depends on how good the instruments you developed can collect data. Well-developed instruments will obtain good results and vice versa (Lincoln and Guba, 1985). The study utilized a questionnaire to gather data for the study. Questionnaires are useful tools of collecting data for a study. Questions were drafted from the teaching practice inventory form from the University of Cape Coast, with a few adjustments to fit the research objectives. The teaching practice inventory form has been used over forty-five (45) years to assess student teachers practice, as part of their training to become professional teachers. Thirty-four (34) questions were drafted to constitute a questionnaire that is used to collect data for the study. Thirty (30) of the questions were designed using a five-point Likert scale. The following rating scale was adopted; [5] for excellent, [4] for good, [3] for fair, [2] for poor and [1] for Nil. There are four other questions on the questionnaire, to make up a total of thirty-four (34) questions. Three questions collected participants’ biodata while one question (an open-ended question) gave head teachers an opportunity to contribute freely to the study. Data was collected over a period of six weeks both personally, and by the use of correspondence. There was a 100% recovery rate, a clear indication to carry on with data analysis (Sarantakos, 1998).

**2.5. Data Analysis Plan**

Working with data collected from different people can be challenging but also rewarding. Some researchers advocate that there is no right way of analyzing qualitative data. It is appropriate that the researcher used the descriptive analysis of data, with some descriptive statistics for easy analysis (Patton, 2002). With descriptive analysis, the researcher was able to review all the data collected on question thirty-four (34), by identifying the common issues that are of interest to the research question. The SPSS program was used to reduce the data gathered from question 1-33, into frequencies and percentages for onward interpretation. Each question has a serial number for easy identification. The Likert scale of five was reduced to four, in order to identify a four-way perception about the responses on the questionnaire (Sarantakos, 1998). Thus, the mean score for each item is interpreted as poor, fair, good, or excellent. An average mean score of from 1.0000 to 2.0000 is interpreted as poor, and an average rating above 2.0000 to 3.0000 is interpreted as fair. An average mean score of above 3.0000 to 4.0000 is interpreted as good while an average mean score of above 4.0000 to 5.0000 is interpreted as excellent (Patton, 2002). The two techniques are useful because they allow the researcher to simplify large data set by focusing on relevant themes that summarize all the views collected (Patton, 2002). The results are presented in tables and analyzed accordingly.

**3. RESULTS AND DISCUSSION**

**Table1.** *Gender of Head Teachers*

Descriptive Variables		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	59	84.3	84.3	84.3
	Female	11	15.7	15.7	100.0
	Total	70	100.0	100.0	

To be a head teacher, is a profession for both males and females. It is important to have both males and females represented in the study. It will create a balance between the views obtained, and also erase any gender bias tendencies towards the research. Table 1 indicates that, out of the seventy (70) head teachers who took part in the study, 59 (84.3%) are males while 11 (15.7%) are females. Even though the males are more than the females, it is an indication that the study is gender sensitivity and not gender bias.

**Table2.** *Number of Years you Served as Head Teacher*

Descriptive Variables		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 Year	15	21.4	21.4	21.4
	Above 1 Year	55	78.6	78.6	100.0
	Total	70	100.0	100.0	

The number of years the participants have served as head teachers is crucial. Common sense shows that the lesser the number of years the least you could know about the teachers under your supervision. The vice versa is true. From Table 2, we have a majority of 55 (78.6%) of head teachers

who have served for more than a year. Whiles, we have 15 (21.4%) who have served as head teachers for less than a year. It is clear that the majority of the head teachers have the required knowledge about their teachers. Thus, the researcher can go ahead to use the data gathered for analysis (Creswell, 2009).

**Table3.** Are you Aware some of your Teachers got their Certificates by Distance Education

Descriptive Variables	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	70	100.0	100.0	100.0
No	0.00	0.00	0.00	0.00
Total	70	100.0	100.0	

The question is relevant because head teachers must be aware of teachers in distance learning in their schools before they can provide the information required on the questionnaire for the research. All the head teachers 70 (100%) indicated they were aware some of their teachers got their certificate by participating in distance learning programs.

**Table4.** Descriptive Statistics

Descriptive Variables	N	Mini	Max	Sum	Mean	Std. Deviation	Variance
4.Measurable and Specific Objectives	70	1.00	5.00	279.00	3.9857	.87630	.768
5. Objectives Achievable within Duration	70	1.00	5.00	263.00	3.7571	.96962	.940
6. Core Points are Related to the Lesson Objectives	70	1.00	5.00	283.00	4.0429	.82419	.679
7. Teacher Provides Varied Teaching and Learning Activities	70	1.00	5.00	248.00	3.5429	.95835	.918
8. Teaching and Learning Activities are Timely and Logical	70	1.00	5.00	250.00	3.5714	.84393	.712
9. Teacher uses TLMs	70	1.00	5.00	238.00	3.4000	1.02717	1.055
10. Teacher uses TLMs Appropriately	70	1.00	5.00	239.00	3.4143	1.05628	1.116
11. Teacher Demonstrates Relevant Subject Knowledge	70	1.00	5.00	281.00	4.0143	.85961	.739
12. Teacher Ensures Learner Participation	70	2.00	5.00	275.00	3.9286	.82218	.676
13. Teacher Facilitates Cooperation among Pupils	70	1.00	5.00	251.00	3.5857	.85961	.739
14. Teacher Monitors Pupils' Learning	70	1.00	5.00	265.00	3.7857	.96147	.924
15. Teacher is Firm and Fair Towards Pupils	70	1.00	5.00	269.00	3.8429	.92683	.859
16. Teacher Exhibits Appropriate Professional Conduct	70	1.00	5.00	277.00	3.9571	.98445	.969
17. Teacher Shares Lesson Objectives with Pupils	70	1.00	5.00	242.00	3.4571	.87949	.773
18. Teacher Links Pupil's PK to Content	70	1.00	5.00	265.00	3.7857	.97643	.953
19. Teacher Presents Learning Activities in a Logical Manner	70	1.00	5.00	256.00	3.6571	.93073	.866
20. Pacing is Appropriate for the Entire Lesson	70	1.00	5.00	252.00	3.6000	.80578	.649
21. Teacher Speaks Clear and Loud for pupil to hear	70	1.00	5.00	289.00	4.1286	1.00609	1.012
22. Teacher uses Higher Order Questioning Technique	70	2.00	5.00	245.00	3.5000	.81205	.659
23. Teacher Values Different Contributions	70	1.00	5.00	277.00	3.9571	.85864	.737
24. Teacher uses Chalkboard Systematically	70	1.00	5.00	283.00	4.0429	.80642	.650
25. Teacher Pays Attention to Pupils' use of Grammar	70	1.00	5.00	243.00	3.4714	.77500	.601
26. Teacher Provides Feedback to Pupils	70	1.00	5.00	259.00	3.7000	.85719	.735
27. Teacher has Full Command of Subject Matter	70	2.00	5.00	271.00	3.8714	.84992	.722
28. Teacher Draws Attention to End of Lesson	70	1.00	5.00	270.00	3.8571	.95228	.907
29. Teacher Recaptures Core Points of Lesson	70	1.00	5.00	256.00	3.6571	.88278	.779
30. Teacher Assigns Activities for Next Lesson	70	1.00	5.00	240.00	3.4286	1.02958	1.060
31. Teacher Accepts Constructive Feedback to Improve	70	1.00	5.00	262.00	3.7429	.87949	.773
32. Teacher Shows Ability to Think Critically	70	1.00	5.00	268.00	3.8286	.81599	.666
33. Teacher uses Effective Written Communication	70	2.00	5.00	267.00	3.8143	.88944	.791

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Table 4 presents the views of head teachers on the performance of the teacher in distance learning. The mean scores will be interpreted as poor fair, good, or excellent. For the first question on Table 4 which is question four (4), the mean score is 3.9857, and by the criterion set for the data analysis it is clear that the score is good. The interpretation is that, the teachers are good at setting measurable and concrete objectives. Question five (5) seeks to find out if the goals established by the teachers are achievable within the duration of the lesson. The mean score for the question is 3.7571, an indication of a good score. It also means that the teachers can achieve the lesson objectives within the lesson duration. Proper pacing is crucial during instruction because it helps teachers to cover as much of the curriculum. Thus, teachers are encouraged to balance the time they use for instruction to benefit both the slow learners and the fast learners.

The question of how core points related to the lesson objectives, and how teacher demonstrates relevant subject knowledge during teaching received average scores of 4.0429 and 4.0143 respectively. The interpretation is that they received an excellent score. Other questions, also received excellent scores. They are how the teacher speaks in class (whether it is clear and loud for pupil to hear), and how teacher uses chalkboard systematically. The two questions, received average scores of 4.1286 and 4.0429 respectively. All the other questions scored averages between 3.0000 and 4.0000. It means that the score on those items was good. None of the questions had a poor or fair score of below 3.0000. Thus, the result indicates a unanimous acceptance that, distance learning teachers have the required instructional skills to teach in a classroom. The current results are a reflection of previous studies which reveals that, hiring professionals are less apprehensive about distance learning degrees today as compared to some years back (Sanders, 2014). On the other hand, the results go contrary to what Adam et al. (2012) also found out. They reported that the perceived marketplace value attached to college degrees earned in distance learning was little. Therefore, applicants with traditional education training were most preferred to teachers with distance learning training (Adam et al., 2012).

Again, the result goes to confirm what scholars like Shachar and Neumann (2003) and Biggs (2006) said concerning the acceptability of distance learning programs. According to Shachar and Neumann (2003) and Biggs (2006) many people are beginning to accept distance education programs. Unlike some years back when people doubt the integrity of distance learning programs (Columbaro and Monaghan, 2009). The old perception of distance learning is fast fading as people have realized that, both traditional and distance learning programs provide quality education (Shachar and Neumann, 2003; Biggs, 2006). In that case, what Columbaro and Monaghan (2009) and Adam, et al., (2012) said, concerning the negative attitude of employers towards the distance training for people does not apply to the current research.

It is true that distance learning have changed the face of schooling, whereby students can now study in their homes, and at their pace. As more people are becoming distance learners, the head teachers cannot but accept the fact that distance learning is as good as traditional learning Biggs (2006). Tucker (2001) confirmed the new perception or development in distance education when they examined whether distance learning is better, worse or as good as traditional education. They found out that, both groups performed above average level in the top 25 to 33% of their class (Tucker, 2001). Woodley (2010) statement that distance learning breeds self-discipline will bring sanity to our communities; since a lot more people are engaged in distance learning programs. Moreover, distance learning programs continue to grow at a faster rate than traditional education. The reason is that, workers fear if they leave their jobs for school they will lose them to other people when they return (Sanders, 2014).

Data gathered on question 34 which is an opened question supported the views obtained from the close questions. The analysis is based on shared perception, and for that matter multiple presentations. Majority (53) head teachers stated that teachers who completed their training in distance learning are doing well. Thus, teachers in distance education programs should be encouraged to boost their confidence. Others (48) stated that most distance learning teachers are performing well, in terms of teaching and other Co-curricular activities. They attested that some teachers before they enrolled in a distance learning program could not prepare good lesson plans. After the training in distance education, they can now make their lesson notes and engage in other methodologies of teaching.

However, some had observations to share with schools providing distance learning programs. According to eleven (11) head teachers, the government should be interested in distance learning

programs because it reduces teacher absenteeism. The kind of absenteeism created when teachers go to school on study leave. Another observation was that, the performance of teachers, who completed their training in distance learning, has helped to increase the number of teachers in basic schools in Ghana. Hence, they should be improved attention toward that model of training. In other words, the head teachers asked the general public to encourage people to join and be train as teachers. Teachers who are already practicing should see distance learning as an opportunity to upgrade their skills. Three (3) head teachers expressed concern that, distance learning programs are expensive and should be reviewed to create more access and participation.

Aside the concerns raised, some suggestions were made on how to improve distance learning programs to benefit teachers. Eight (8) head teachers made suggestions that, the universities offering distance education programs should engage staff from the Universities to conduct supervision of teaching practice. The suggestion is made to the fact that, some distance learning institutions hire people from different organizations to mentor students during off-campus teaching practice. Also, the head teachers suggested more teaching practice for trainees before they complete the program. The teaching practice program should take more than a year to prepare teachers for the classroom. To achieve this, they suggested an additional one semester on campus teaching practice training to be included in their program.

#### 4. CONCLUSION

The purpose of the study was to seek information on what head teachers think about teachers who completed their training in distance learning. The research has revealed that head teachers are satisfied with the instructional performance of teachers who earned their degree in distance learning. The fact is manifested in the ratings they gave to the individual questions. The implication of the results to distance learning institutions is that distance learning teachers have market value in the Upper West Region of Ghana. In any case, each of the systems has their advantages and disadvantages. It is only a matter of choice that a student will choose to study in distance learning or by traditional learning system. Most of the choices are influenced by the student current economic situation, family ties, and by age. However, the government should be interested in distance learning programs because the state stands to gain a lot. The program reduces teacher absenteeism because teachers will not leave school, to go on campus for studies. Moreover, teachers are trained at a lesser cost to government in distance learning programs than in the traditional schooling system. As a whole, the study was successful. Much as the results go contrary to some previous studies, there are instances the current results agree with previous findings.

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