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## TEACHING EFFECTIVENESS AS CORRELATE OF ACADEMIC ACHIEVEMENT IN SENIOR SECONDARY SCHOOL IN ENGLISH LANGUAGE IN ADAMAWA STATE, NIGERIA

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**ABSTRACT:** The study correlated the effectiveness of teaching with students' academic performance in English language in senior secondary school, Adamawa state. However, the study purposively take Yola education zone out of four education zone in the state as study area and sampled 117 English language teachers across the 63 public senior secondary schools in Yola education zone, Adamawa state. The study used "English Teacher Teaching Effectiveness Evaluation Scale (ETTEFS)" for data collection, by issued out a copy for the vice principal academic to serve as school based evaluator for the respective English language teacher in their schools. The average students' performances in English language in the last promotion examination for those students taught by the participating English teachers were also recorded at average of 10 students per teachers. The structured questionnaire was used as instrument for data collection. Data collected were analyzed using Pearson Product Moment Correlation at 0.05 significant level. The study found that teachers' lesson planning effectiveness, teachers' lesson delivery, teachers' use of instructional materials and classroom management are all significantly related with students' performance in English language. The study recommends for more teachers training and provision of instructional materials for the support of English teachers.

**Keywords:** Teaching effectiveness, Academic achievement.

### INTRODUCTION

English Language is a major means of communication and also an official language in Nigerian education system right from pre-primary to tertiary levels of education. English as a medium of instruction (teaching and learning activities) serves both the teachers and students a means of understanding one another. Musa (2018) observed that English as a formal language of instruction enable students to be effective in their performance in schools. The fact that

English Language is one of the most important subjects in the secondary school curriculum is indisputable. To understand his or her teachers in all subjects, a secondary school student needs a firm grasp of the English Language; little wonder the subject is referred to as the key to all other subjects (Musa, 2018). To be eligible for admission to universities and other higher institutions of learning in Nigeria, secondary school students must pass English Language at credit or distinction level. English is the sole formal medium of communication in the university communities. The persistent failure in English Language especially at external examination such as West African Examination Council (WAEC) and NECO by students has become worrying issues for the authorities, educators, students, parents and members of society at large. Recent study by Abubakar (2019) revealed that only 22% out of candidates sat for WAEC in 2014 pass at credit or distinction level. This according to many is a painful fact that requires keen attentions. Owing to this ugly situation, departments of English in some colleges of education have established pre-English programmes for the benefit of some of the candidates that could not pass the subject at the ordinary level stage. In the study area, observation showed that some English Language teachers are not academically qualified to teach the subject. Therefore, there may be inability to teach the subject well owing to the fact that they are not specialists in the field. Those teachers are sometimes graduates of other disciplines like History, Philosophy, Economics and Religion; who took to teaching English Language because they could not find teaching appointments in their respective disciplines. More so, they might have wrongly believed of course that their ability to use high sounding vocabulary or expressions makes them good English Language teachers. This, of course, does not make this set of "English teachers" subject specialist. According to Adedun and Asiru (2015), these crops of teachers are mostly found in substandard private schools.

Cho, Xu and Rhoads (2010) affirm that teaching involves the transmitting of all that is good and worthwhile in any society, which

include: knowledge, skills, attitudes, and values needed by the individual to be productive and thus useful to self and society. Blazar (2016) viewed teaching as a unique, professional, rationale and human activities in which one creating and imaginatively uses himself or herself and his or her knowledge to promote the learning and welfare of others. Teaching therefore, is a worthwhile interaction between the teacher and the learner, or the learner and the learner under the guidance and supervision of the teacher who is a facilitator from which learning ensures. Teaching should be anchored on learners' individual experiences and schema. Individual are said to have learned when they exhibit identifiable change in behavior either through negotiation of ideas, or meaning, share multiple perspective or challenge internal representation of opinion through collaborative teaching and learning process. The quality of education anywhere is determined, to a great extent, by the quality of students produced, their preparation and ability to conform to the changing nature of the society for global best practice (Ademola, 2011). Therefore, the role of a teacher as a key player under this context will not be overemphasized.

The teaching skills are basic ingredients of teaching that aim at facilitating effective teaching and learning. It is seen as specific teacher behavior designed to help the classroom instruction becomes more effective. This is what constitutes an effective teaching because; it is a supportive tool device by the teacher to bring about positive learning. Adebile (2010) opined that teaching skills are those identified and specialized professional behaviors employed to arouse, sustain interest, and reduce life anxiety and tension and to bring about positive results. Blankstein (2012) asserts that teaching skills are those identified strategies a teacher can employ to ease tension, reduce anxiety, motivate learners, facilitate learning and enhance effective communication in the classroom. According to Akinmusire (2012), the effectiveness of teaching English Language will determine the level of understanding, comprehension, mastery of facts and concepts and conceptualization of ideas by learners that can enhance the

development of their cognitive, psychomotor and affective domains which are of utmost importance in their contribution to national development. The child will learn very little or nothing until he or she has mastered the language of instruction. At the secondary school level, it is assumed that a learner must have attained some level of proficiency in the English language-medium of instruction which would enable him cope with educational tasks at this level. A child that cannot perform the four language skills of listening, speaking, reading and writing effectively may not benefit from the numerous opportunities provided by goals of secondary education. Considering the foregoing therefore, the importance of effective teaching and learning of the English Language in Nigeria schools cannot be overstated.

Teaching skill is required for teachers to be effective. Teaching effectiveness is important because effective teaching helps students' learning. It has become even more important as the emphasis on quality in higher education has increased. Effective teaching does not occur by chance. Effective teachers become good at what they do because they evaluate their practice. Adegbile (2010) described an efficient and effective teacher as one who is efficient, reliable and courteously equipped with professionalism, creative in imagination, bustling ingenuity and depth of experience necessary for optimal performance and achievement of the objectives of the 20:20:20 Millennium Development Goals (MDGs). As stated earlier, English Language is one of the core subjects offered by students in secondary schools of Adamawa State. More so, it is one of the basic entry requirements for all students aspiring to further their studies in tertiary institutions. This notwithstanding, secondary school students in Nigeria and Adamawa State in particular continue to record poor achievement in the subject. The WAEC Chief examiner's reports for the periods of 2014 – 2018 indicated that the percentage of students passed with credit or above in English Language were 40.29%, 57.01%, 25.38%, 25.91% and 24.86% respectively. The consequences of this failure rate is that Nigeria may not achieve her objectives of the

20:20:20 Millennium Development Goals (MDGs). This underachievement therefore calls for urgent attention on the need to investigate the likely causes of these fluctuating trends in achievement so as ameliorate students' difficulty in learning English Language. This study therefore, investigates teaching effectiveness as correlate of senior secondary school students' academic achievement in English Language in Adamawa State.

### STATEMENT OF THE PROBLEM

Senior secondary schools in Nigeria and Adamawa State in particular are faced with myriads of factors that affect the teaching and learning of English Language. These factors may impair curriculum delivery and students' academic achievement. Corroborating this view, the reports of surveys conducted by previous authors pointed to the underachievement of students in English language in Nigeria and Adamawa State in particular (National Bureau of Statistics, 2014; Udonsa, 2015). Among the myriads of factors identified that may lead to underachievement of students in English Language is teaching effectiveness among teachers. The effectiveness of teaching English Language will determine the level of understanding, comprehension, mastery of facts and concepts and conceptualization of ideas by learners. This will enhance the development of their cognitive, psychomotor and affective domains which are of utmost importance in their contribution to national development (Akinmusire, 2012). The efforts by past Adamawa state government to recruit teachers into public secondary schools have brought numbers of teachers into schools but the recent poor performance of students in the subject like English language makes one to wonder what next after having English language teachers to make students perform. This emphasizes the need to not only have English language teachers who are subject specialist but those who can also deliver content effectively to enhance students' understanding and improve academic achievement. An efficient and effective teacher is one who is effectual, reliable and courteously equipped with professionalism, creative in imagination, bustling

ingenuity and depth of experience necessary for optimal performance and achievement (Adegbile, 2010). The issue of teaching effectiveness is a fundamental one that border on the academic achievement of students in English language and the role of the teachers in this is paramount.

English Language is a core subject in the senior secondary school curriculum in Adamawa State. It is also a basic requirement for entry into tertiary institutions of learning. The consequences of not checking the ugly trend of students' underachievement in the subject is that Nigerian youths may not gain admission into tertiary institutions to further their studies in any course of their choice. This may stagnate the process of achieving the Millennium Development Goals (MDGs). Taking this into account, the study investigates teaching effectiveness as correlate of senior secondary school students' academic achievement in English Language in Adamawa State, Nigeria.

#### **OBJECTIVES OF THE STUDY**

1. Relationship between teachers' lesson planning and senior secondary school students' academic achievement in English language.
2. Relationship between teachers' lesson delivery and senior secondary school students' academic achievement in English language.
3. Relationship between uses of instructional materials and senior secondary school students' academic achievement in English language.
4. Relationship between teachers' classroom management and senior secondary school student's academic achievement in English language.

## RESEARCH HYPOTHESES

The following hypotheses are formulated and will be tested at 0.05 level of significance

- H<sub>01</sub>: There is no significant relationship between teachers' lesson planning and senior secondary school students' academic achievement in English language.
- H<sub>02</sub>: There is no significant relationship between teachers' lesson delivery and senior secondary school students' academic achievement in English language.
- H<sub>03</sub>: There is no significant relationship between teachers' use of instructional materials and senior secondary school students' academic achievement in English language.
- H<sub>04</sub>: There is no significant relationship between teachers' classroom management and senior secondary school students' academic achievement in English language.

## METHODOLOGY

This study is conducted in Adamawa state, Nigeria. The state is one of the six states in North-eastern part of Nigeria. The state comprised 5 education zones: Ganye, Gombi, Mubi, Numan and Yola zone respectively. This study adopted survey research design. The populations of the study are 819 English language teachers in 323 public senior secondary schools across the 4 education zones in Adamawa state. However, the study used purpose sampling technique to select all 117 English Language teachers in Yola Education zone. The study use "English Teacher Teaching Effectiveness Evaluation Scale (ETTEFS)" for data collection, by issued out a copy for the vice principal academic to serve as school based evaluator for the respective English language teacher in their schools. The average students' performances in English language in the last promotion examination for those students taught by the participating English teachers were also recorded at average of 10 students per teachers. The structured questionnaire was used as instrument for data collection. Data collected were analyzed using Pearson Product Moment Correlation at 0.05 significant level.

## RESULTS

H01: There is no significant relationship between teachers' lesson planning and senior secondary school students' academic achievement in English language.

**Table 1: Pearson Product Moment Correlation (PPMC) Analysis On Relationship Between Teachers' Lesson Planning Effectiveness And Senior Secondary School Students' Academic Achievement In English Language**

State	Value	Asymp. Std. Error <sup>a</sup>	Approx. Sig.
Pearson's R	0.716	.024	.000 <sup>c</sup>
Eta			
Lesson plan effectiveness	0.521		
Students Accad Achievement	0.501		
N of Valid Cases	117		

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

**Table 1** present the Pearson product moment correlation on relationship between teachers competency in lesson planning and student achievement in English language. The results revealed a Pearson R value 0.716, which is significant since p-value of 0.000 < 0.05. Therefore, result established a significant relationship between teacher's competency in lesson planning and students achievement in English language. Also, the eta value 0.521 revealed on the table established that teachers lesson planning effectiveness can explain about 52.1% on students' performance in English language.

H02: There is no significant relationship between teachers' lesson delivery and senior secondary school students' academic achievement in English language.



**Table 2: Pearson Product Moment Correlation (PPMC) Analysis On Relationship Between Teachers' Lesson Delivery And Senior Secondary School Students' Academic Achievement In English Language**

Stat	Value	Asymp. Std. Error <sup>a</sup>	Approx. Sig.
Pearson's R	0.809	.027	.000 <sup>c</sup>
Eta	Lesson plan effectiveness	0.671	
	Students Acad Achievement	0.622	
N of Valid Cases	117		

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

**Table 2** presents the outcome of Pearson product moment correlation on relationship between teachers lesson delivery effectiveness and student achievement in English language. The results revealed a significant Pearson R value 0.809, with p-value of  $0.000 < 0.05$ . Therefore, the result established a significant relationship between teacher's lesson delivery effectiveness and students' achievement in English language. More so, the eta value 0.671 revealed on the table showed that the teachers' lesson delivery effectiveness can predict about 67.1% of students' performance in English language.

**H<sub>03</sub>:** There is no significant relationship between teachers' use of instructional materials and senior secondary school students' academic achievement in English language.

**Table 3: Pearson Product Moment Correlation (PPMC) Analysis On Relationship Between Teachers' Use of Instructional Materials And Senior Secondary School Students' Academic Achievement In English Language**

Stat	Value	Asymp. Std. Error <sup>a</sup>	Approx. Sig.
Pearson's R	0.602	.026	.000 <sup>c</sup>
Eta <sup>2</sup> Effectiveness of instructional utilization of Students Academic Achievement	0.474		
N of Valid Cases	117		

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.
- c. Based on normal approximation.

**Table 3** present the Pearson product moment correlation on relationship between teachers' competency in the use of instructional materials and student achievement in English language. The results revealed a Pearson R value 0.602, which is significant since p-value of  $0.000 < 0.05$ . Therefore, result established a significant relationship between teacher's competency in using instructional materials and students' achievement in English language. Also, the eta value 0.474 revealed on the table established that the effectiveness of teachers in using instructional materials can explain about 47.4% on students' performance in English language.

**H<sub>04</sub>:** There is no significant relationship between teachers' classroom management and senior secondary school students' academic achievement in English language.

**Table 4: Pearson Product Moment Correlation (PPMC) Analysis On Relationship Between Teachers' Classroom Management And Senior Secondary School Students' Academic Achievement In English Language**

Stat	Value	Asymp. Error <sup>a</sup>	Std. Approx. Sig.
Pearson's R	0.756	.027	.000 <sup>c</sup>
Eta	Lesson plan effectiveness	0.444	
	Students Accad Achievement	0.422	
N of Valid Cases	117		

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.
- c. Based on normal approximation.

**Table 4** presents the outcome of Pearson product moment correlation on relationship between teachers classroom management effectiveness and student achievement in English language. The results revealed a significant Pearson R value 0.756, with p-value of  $0.000 < 0.05$ . Therefore, the result established a significant relationship between teacher's classroom management effectiveness and students' achievement in English language. More so, the eta value 0.444 revealed on the table showed that the teachers' classroom management effectiveness can predict about 44.4% of students' performance in English language.

## DISCUSSION

The findings from this study showed that the teachers effectiveness in lesson planning relate significantly with students' performance in English language. This may not be unrelated with the fact that overall teaching and learning of sensitive subject like English language depend largely on teacher capability to planning his/her lesson. This agrees with the finding made by Akomolefe (2010) that lesson planning effectiveness is a factor of student gain from lesson and their performance in examination. Also, Alabere (2017), Amajirionwu (2015) and Aremu (2014) maintained that ability to predict the classroom possibilities as well as reflective teaching while planning the

lesson enhanced overall students gains and their performance in examination. Thus, the current study establishes that whenever teacher show expertness in lesson planning the remaining teaching activities become successful. Chandra (2015) interact lesson planning, teachers effectiveness and students performance and established that poor lesson planning affect both teachers effectiveness and students' performance. Also, the findings from this study showed that there is a strong relationship between teachers' lesson delivery and students' academic performance in senior secondary schools. The effectiveness of teachers' lesson delivery can directly impact on knowledge acquisition as well as students' retention rate. The inability of teachers to translate the lesson plan into meaningful concept for the learners can impair the learning rate as well as blocking the learners' interest. Studies by Debreli and Inara (2019), Cornelius-White (2017) and Ndukwe (2015) reiterated that teachers' competency is directly measure through lesson delivery among other classroom activities. Also, Nwanyanwu (2017) established that effective lesson delivery is a function of learners' performance in examination especially in English language.

The effectiveness of teachers in using instructional materials significantly influences the students' performance in English language. This result buttressed the fact that teaching English language require some materials that can bring the real live event into classroom. Thus, the effectiveness of teacher use of instructional depends on the appropriateness of interlacing the teaching with relevant instructional materials. This agrees with the finding made by Obiegbu (2016), Popescu-Mitroi and Anca (2015) and Olusoji (2012) they established that students taught English language using instructional materials are better in performance than those taught without instructional materials. Similar conclusion was drawn by Tobias, Paul and Selina (2014) and Taib and Goh (2010) that those teachers that interact with students using important materials are more likely to make their classroom lively than those without materials. Also, studies by Vizental (2012) and Vogt and Short

(2012) faulted the attitude of some English teachers that enter their classroom without instructional materials. Also, Mathew (2012) believes teaching English language at primary and secondary level requires some instructional materials that can further break things down for the students.

The classroom management is significantly influence the students' performance in English language. The study established that teachers with good classroom management can positively engage every student in their classroom and bring out the best in them. This agrees with the findings made by Munir (2016) and Maitafisir (2013) they established that poor classroom management affect the students' attention in the classroom and affect overall learning gains. Also, Douglas (2017) and Tobias et al. (2014) expressed that ineffective classroom management is the bane behind students' lack of interest in most subjects include English language that many students perceived as borrow language.

## CONCLUSION

This study through its findings has established that teachers effectiveness in lesson planning relate significantly with students performance in English language. Also, this study reiterated the fact that effectiveness of lesson delivery by English language teachers can determine the faith of students in examination in terms of performance. More so, other two factors such as use of instructional materials use as well as classroom management related strongly with students' performance as reiterated by the findings of this study. Thus, the teacher's effectiveness influences students' academic performance in English language.

## RECOMMENDATIONS

1. The state government through its ministry of education should training English teachers on different aspects of teaching strategies to enhance their teaching effectiveness

2. The school management for the public secondary schools should ensure that needed instructional materials are provided for teaching and learning English language
3. There should be timely evaluation of English language teachers in the state to ensure their consistent in adopting effective teaching strategies

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