

## PEDAGOGICAL EFFECTIVENESS OF ENGLISH LANGUAGE TEACHERS IN TEACHING SECONDARY SCHOOL STUDENTS IN SOKOTO STATE NIGERIA

By

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### Article History

Received : 27/04/2022

Accepted : 05/05/2022

Published : 15/05/2022

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### Abstract

The primary aim of this paper is to analyse the pedagogical effectiveness of English Language teachers in teaching Secondary School students in Sokoto State, Nigeria. Descriptive Survey research design was used to get the opinion of the participants and the population of the study consists of 480 participants. Research Advisor (2006) was used to select 217 out of 480 participants using proportionate and simple random sampling technique. Research design instrument titled “Pedagogical Effectiveness of English Language teachers questionnaire (PEEFTQ) to collect data from the participants. Construct and content validity and reliability indexes of 0.83 was obtained from (PEEFTQ) using cronbach alpha. Descriptive statistics was used to analyse the data and the result of the analysis indicated among others that the application of various teaching methods has significantly improved pedagogical effectiveness of English Language teachers in Secondary Schools. The study concludes that the use of instructional materials has contributed towards improvement of pedagogical effectiveness of English Language teachers. The study recommends that, there is need for government to organise capacity building programs for teachers to facilitate the application of various teaching methods so as to significantly improve pedagogical effectiveness of English Language teachers in Secondary School Students.

**Keywords:** Analysis, Teacher, Effectiveness, Pedagogy.

### Introduction

English language is regarded as the second language in diverse ethnic groups Nigeria as a nation comprises more than 360 ethnic groups with the highest speaking groups being Yoruba, Igbo and Hausa. For effective communication of each of these ethnic groups, English Language, therefore, becomes the lingua-Franca that needs to be spoken by every group in order to have effective means of communication between members of one group and another. However, for an effective learning process for the school system, the Federal Republic of Nigeria (2013) has made the teaching of English Language compulsory in all facets of basic education in Nigeria (i.e Primary and Secondary Schools). English language has become a prerequisite in order to obtain admission into tertiary institutions in Nigeria. At least, a minimum of Credit

(C) is expected from every student from both terminal and Senior Secondary Certificate Examinations (SSCE), National Examination Councils (NECO). English Language, like many other core subjects in Secondary schools, requires a lot of skills for teaching. The major complaints in teaching the English Language have always been associated with the competence of the teachers toward English Language. Among the noted teachers' competence is the domination of the class by the teacher alone, inappropriate Language of communication, discouraging the students to ask questions, lateness, and abstinence of the teachers' from the lesson.

Pedagogical approach according to Talabi (2010) can be defined as the suitable strategies and methodologies that teachers make use during the teaching-learning of English language in order to

improve students' effectiveness in the subjects. The author identified the pedagogical approach commonly used by the teacher as follows traditional approaches like lecture method indoctrination child centeredness approach questioning method, group method, assignment, and programme instruction.

It should be noted the National Teachers' Institute (2004) advocates that the teachers should always avoid the use of traditional approaches during teaching-learning processes because traditional pedagogical approaches encourage passiveness in the students. The teachers can be taking care of individual differences and it is more of the teachers' centeredness approach. However, for effectiveness and efficiency in the teaching-learning of English Language in Nigerian Secondary Schools, the teachers should be more of child centeredness approach.

### Statement of the Problem

Over the years, there have been immense concerns about the problems faced by most of the English teachers in Secondary schools. Such problems include; insufficient training, inadequate facilities, poor teaching techniques, and inappropriate language of communication. It has been observed that for many years Secondary Students have massive failures in their English Language. However, mass failure in English Language in Nigeria is at an alarming rate. The failure is attributed to many factors such as cultural factors, in-conducive environment, teaching qualification, inadequate interest in the subject and poor reading culture, integration of new contents into the English Language like oral English, literature and the student's study habits. Above all, poor methodological or pedagogical approach adopted by the teacher for the teaching of English Language and capability, parental background, un-availability of instructional facilities and ethnicity intonations, and age of the learners. Ogundele (2002) noted that effectiveness in the teaching of English Language depends on the teacher's ability to handle the method effectively, it should therefore be observed that the teachers' pedagogical approach in the Nigerian Secondary Schools depends on all the situations that teachers meet during the teaching-learning process in the school system.

Alonge, Obadare & Deji, (2020) investigated teacher commitment and pedagogical content knowledge as predictors of Senior Secondary Students' achievement in English grammar in Ekiti state, Nigeria. The study involved one thousand five hundred Senior Secondary School Students and thirty English teachers randomly selected from thirty secondary schools out of sixty Secondary Schools in Ekiti south Senatorial Districts. Questionnaires were distributed to teachers to determine their level of commitment to English Grammar classroom teaching. Also, teacher pedagogical content rating scales were administered by the researchers to determine the teachers' subject mastery and curricular knowledge. Students were also subjected to English Grammar achievement test to find out the effect of teacher commitment and pedagogical content knowledge on the achievement of students in English Grammar. It was therefore concluded that teacher commitment and pedagogical content knowledge influenced students' achievement in English Grammar

in Ekiti State, Nigeria. Teachers of English Language should improve on these teacher-related factors for improve achievement of students in English Grammar.

Sa'ad & Usman (2014) investigated the causes of poor performance in English language among secondary school students in the Dutse metropolis of Jigawa State. Responses were elicited from students and teachers in five Secondary Schools in the Dutse metropolis. The study sample was 379, of which 300 were students and 79 were teachers. The descriptive survey design was used and questionnaires were used in the data collection. Frequency and simple percentages were used in the analysis of data. The findings of the study led to the conclusion that the dominance of the mother tongue, inadequate qualified teachers of English Language, negative attitudes of students toward English Language, improper use of methods in teaching English Language, inadequate instructional materials and facilities, lack of language laboratory for teaching English Language among many, are the causes of poor performance in English language among Secondary School Students in Dutse metropolis of Jigawa State. The study also found out that provision of qualified teachers of English language, using the right approach to the teaching of English language, provision of a language laboratory, engagement of students in debating and listening to English programmes are some of the ways that can improve secondary school students' performance in English language.

The study also recommended that qualified teachers of English language should always be employed to teach it, adequate facilities and instructional materials need to be provided and proper supervision by all stakeholders should be imbibed and so on. (Sa'ad & Usman 2014).

### Research Questions

The study provides answers to the following research questions.

1. What are the opinions of the teachers on how the teaching method has improved the pedagogical effectiveness of English language teachers in teaching secondary school students in Sokoto State, Nigeria?
2. What are the opinions of the teachers on how the use of instructional materials has improved the pedagogical effectiveness of English language teachers in teaching secondary school students in Sokoto State, Nigeria?

### Objectives of the study

The following objectives are to find out;

1. The opinions of the teachers on how the teaching method has improved the pedagogical effectiveness of English language teachers in teaching secondary school students in Sokoto State, Nigeria.
2. The opinions of the teachers on how the use of instructional materials has improved the pedagogical effectiveness of English language teachers in teaching Secondary School Students in Sokoto State, Nigeria.

**Methodology**

The study adopted a descriptive survey research design and the design was considered to be appropriate because it involves the selection of some elements in the main and target population. The study population consisted of 480 participants (teachers) under Sokoto State Teachers Services Board (SSTSB), Science and Technical Board (STB) and Arabic and Islamic Board (AIB). A research advisor (2006) was used to select 217 out of 480 participants. The study used purposive, deliberate and simple random sampling techniques and a self-designed questionnaire titled: Pedagogical Effectiveness of English Language Teachers Questionnaire (PEELTQ) was used to collect data. The questionnaire has two sections A and B. Section A formed the background information of the participants which has the following four questions ( i.e, qualification, teaching taking, experience and specialisation) and section B elicited information based on research questions. Four (4) rating scales like; Strongly Agree (SA) Agreed (A) Disagreed (D) and Strongly Disagree (SD) was used to measure participants' responses which were coded 4,3,2,1 respectively. The content validity of the research instrument was done by experts in the field of Language Education and other

experts in Curriculum Studies. The study conducted a pilot study for the reliability of the research instrument in which the questionnaires were administered to the participants that were not part of sampled participants. After an interval of two weeks, the questionnaires were re-administered to the same participants using the test-retest method of reliability. The scores of test-retest were computed using Cronbach Alpha to measure and it gave a reliability coefficient of 0.83 making the research instrument very reliable for data collection. The study used descriptive statistics such as percentages (%), Mean (X), tables and frequency counts to analyse the data.

**Answers to Research Questions**

This section presented and analysed the data using descriptive statistics.

RQ1. What are the opinions of the teachers on how the teaching method has improved the pedagogical effectiveness of English language teachers in teaching secondary school students in Sokoto State, Nigeria?

This research question was answered and presented in table 1.

**Table 1: Opinion of Participants on how Teaching Method has Improved Pedagogical Effectiveness of English Language Teachers**

S/N	Statements	Agreed		Disagree	
		Freq.	%	Freq.	%
1.	The use of a pedagogical approach creates an avenue for English language teachers to encourage learners to ask questions.	195	65%	105	35%
2.	The use of a pedagogical approach enhance teachers' ability to teach English language well.	201	76%	99	24%
3.	Teachers do not seem to understand the required methods of teaching English language.	189	63%	111	37%
4.	Teacher's competence has a sufficient effect on Students' achievement.	214	71%	86	29%
5.	Discussion and demonstrations are used in the Teaching of English Language in the classroom.	206	69%	94	31%
6.	The use of pedagogical approach enables teachers to demonstrate while teaching English language.	197	66%	103	34%
<b>Mean (X)</b>		<b>168</b>	<b>56%</b>	<b>132</b>	<b>44%</b>
<b>Source: Field Survey, 2022.</b>					

Table1 indicated teaching method has improved pedagogical effectiveness of English language teachers. Item 1 indicated that 65% of the participants agreed that the use of pedagogical approach create an avenue for English language teachers to encourage learners to ask questions, while 35% of the participants disagreed with the opinion. Item 2 indicated that 76% of the

participants agreed that the use of pedagogical approach enhances teachers' ability to teach English language well, while 24% of the participants disagreed with the opinion. Item 3 indicated that 63% of the participants agreed that teachers do not seem to understand the required methods of teaching English, while 37% of the participants disagreed with their opinion. Item 4 indicated that 71% of the participants agreed that teacher's competence has a sufficient

effect on students' achievement, while 29% of the participants disagreed with the opinion. Item 5 indicated that 69% of the participants agreed that discussion and demonstrations are used in the teaching of English language in the classroom, while 31% of the participants disagreed with the opinion. Item 6 indicated that 66% of the participants agreed that the use of pedagogical approach enables teachers to demonstrate while teaching English language, while 34% of the participants disagreed with the opinion. The above analysis indicated that the majority of the participants representing 56% agreed that the application of various teaching

methods has significantly improved pedagogical effectiveness of English language teachers in secondary schools, while 44% of the participants disagreed with the opinion.

RQ2: What are the opinions of the teachers on how the use of instructional materials has improved pedagogical effectiveness of English Language Teachers in teaching Secondary School Students in Sokoto State, Nigeria?

This research question was answered and presented in table 2

**Table 2: Opinions of the Participants on how the Use of Instructional Materials has Improved Pedagogical Effectiveness of English Language Teachers**

S/N	Items Statements	Agreed		Disagree	
		Freq.	%	Freq.	%
1.	The teacher of English relies only on charts drawn and demonstrations during English lessons.	199	66%	101	34%
2	Teachers make use of instructional materials during English lessons.	177	59%	133	41%
3.	There are enough illustrated texts for teaching English in the schools.	164	55%	136	45%
4.	The teaching of English is focused on various teaching aids.	207	69%	93	31%
5	There are insufficient materials to make teachers teach English Language effectively.	213	71%	87	29%
6	Teachers display mastery of English Language and learners enjoy learning in the class.	191	64%	101	36%
<b>Mean (X)</b>		<b>152</b>	<b>51%</b>	<b>148</b>	<b>48%</b>
<b>Source: Field Source, 2022.</b>					

Table 2 indicated opinions of how the use of instructional materials has improved pedagogical effectiveness of English Language Teachers. Item 1 indicated that 66% of the participants agreed that the teacher of English relies only on charts drawn and demonstrated during English lessons, while 34% of the participants disagreed with the opinion. Item 2 indicated that 59% of the participants agreed that teachers make use of instructional materials during English lessons, while 41% of the participants disagreed with the opinion. Item 3 indicated that 55% of the participants agreed that there are enough illustrated texts for teaching English in the school, 45% of the participants disagreed with the opinion. Item 4 indicated that 69% of the participants agreed that the teaching of English is focused on various teaching

aids, while 31% of the participants disagreed with the opinion. Item 5 indicated that 71% of the participants agreed that there are insufficient materials to make teachers teach English effectively, while 29% of the participants disagreed with the opinion. Item 6 indicated that 64% of the participants agreed that teachers display mastery of English language and learners enjoy learning in the class, while 36% of the participants disagreed with the opinion. The above analysis indicated majority of the participants representing 51% agreed that the use of instructional materials has improved pedagogical effectiveness of English language teachers, 48% of the participants disagreed with the opinion.

## Discussion of Findings

First finding indicated that the application of various teaching methods has significantly improved pedagogical effectiveness of English language teachers in Secondary Schools. The finding was in agreement with Sanders (2012), and the Federal Ministry of Education (2012) who found that the use of methods makes it easy and joyful for learners to learn a new language. Methods such as: play, imitating, chanting, singing, dancing, and modelling.

Second finding indicated that the use of instructional materials has improved pedagogical effectiveness of English Language Teachers. The finding was in concordance with Ibeneme (2011) who found that the use of instructional materials contributes to the significant improvement of pedagogical effectiveness of English language teachers. The finding also corroborated with Alonge, Obadare, & Deji, (2020) who found that the use of instructional materials enhances English Language Teachers' performance.

## Summary of Findings

The following are the summary of the major findings.

1. The study found that the application of various teaching methods has significantly improved pedagogical effectiveness of English language teachers in secondary schools.
2. The study also found that the use of instructional materials has improved pedagogical effectiveness of English language teachers.

## Conclusion

Based on research findings, the study concludes that:

1. The application of various teaching methods has significantly improved pedagogical effectiveness of English language teachers in secondary schools. This is because pedagogical approach has effectively enhanced quality of teaching secondary school students.
2. The use of instructional materials has contributed to improvement of pedagogical effectiveness of English language teachers. Instructional materials have adequately facilitated the teaching of English language to secondary school students.

## Recommendations

The following are the recommendations of this study.

1. There is a need for government to organize capacity building programme for teachers to facilitate the application of various teaching methods so as to significantly improved pedagogical effectiveness of English language teachers in secondary schools. This is because pedagogical approach has effectively enhanced the quality of teaching Secondary School Students.

There is a need for school principals through the Ministry of Education to provide adequate instructional materials to improve pedagogical effectiveness of English Language Teachers. If these

instructional materials are adequately provided, it will facilitate the teaching of English language in Secondary School Students.

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