SECONDARY SCHOOL STUDENTS' ASSESSMENT OF INSTRUCTIONAL PRACTICES OF ENGLISH LANGUAGAE TEACHERS IN KEBBI STATE, NIGERIA

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Abstract: *Classroom instructional practices of teacher will continue to attract the attention of educational researchers. The present study assesses the classroom instructional practices of teachers by the secondary school students based on the level and gender of such students. A descriptive survey design was used for the study. The target population comprised of all secondary school students in Kebbi Central senatorial District of Kebbi State. The stratified random sampling technique was adopted to select the five hundred students for the study. A total of 250 junior secondary school students and 250 senior secondary school students male and female were selected. The research Instrument was English Language Teacher Assessment Questionnaire scale (ELTAQS). The reliability of the instrument was done with the use of the test and re-test method. Ten (10) null hypotheses were generated and tested at 0.05 level of significance. The demographic data were analyzed with the use of frequency count and percentage, while the t-test was used for the hypotheses testing. The findings showed that students have rated 7%   as performing excellently in the classroom instructional practices, 17% as very good in the classroom instructional practices, while 45% and 31% were rated fairly good and poor respectively in their teachers' classroom instructional practices. The findings also showed that significance difference existed among secondary school students' rating of Teachers' instructional practices on the basis of junior and senior secondary school levels of education, for the senior secondary school students rated their English teacher higher than the junior secondary school students. It was recommended that teachers should arm themselves with appropriate and adequate teaching learning materials and should use them judiciously in the classroom teaching.That the classroom teaching should be more of student-centered and less of teacher-centered, as this will encourage students' active participation during lesson.Manageable class-size of 1:35 of teacher to students' ratio must be enforced to enable teacher to evaluate their students effectively.*

I.   Introduction

The multi-lingual and multi-cultural nature of Nigeria polity on the one hand and the absence of a national unifying indigenous language on the other have led to the adoption of English language as a medium of official communication.(Fakeye 2006). More importantly, English language has become the pivot on which the educational wheel of Nigeria school rotates. The language is the medium of instruction for all school subjects Ajufo (2007; Ayodele 2012).

Education as a fundamental human right of the citizen is the hope of developing nation like Nigeria; hence it should be handled by experts. Maximizing the instructional effectiveness is thus a major means of educational development, and as such the adequate supply of instructionally effective teachers becomes the core of the educational problem (Adewale 2004).

Variables such as the teacher's classroom strategies, availability and usability of instructional materials, teacher's cognitive ability and good mastery of his subject coupled with good personality are the factors that will assist him in preparing and delivering a good lesson. This could be assessed through the quality of teacher's classroom instructional practices via good Lesson Plan Preparation, Students' Active Participation during lesson, Teacher's Mode of Evaluation and teacher's dedication to his duty.

English language teaching and learning is one of the major factors affecting student's learning and mastery of school subjects; therefore more attention should be paid to the role of English language teachers' classroom instructional practices. In line with Igwe (1991) remark that the poor performance in education system is generally attributed to students' lack of sound knowledge of English language. Corroborating the above, this study is basically geared toward the secondary school students' assessment of instructional practices of English language teachers in Kebbi state, Nigeria.

II.   Statement of the Problem

Poor academic performance has been recognized as a problem within the education system, and studies have been conducted with a view to proffering solution to the menace. According to Banjo (1985) and Ogunwuyi (1996) no one can pretend that all is well with the quality of education offered in Nigeria schools and that some factors are responsible for this problem. Among such are the shortage of qualified or well-trained teachers, inadequacy of teaching materials, poor and outdated textbooks, overcrowded classrooms, poorly motivated teachers and lack of library.

For better performance in education however, teachers remains the key factor in teaching and learning process. The school cannot grow, maintain itself and achieve any of its laid down objectives without the existence of professionally qualified and committed teachers. Sanders (1996) could not be far from the truth when he remarked that the teacher effect on student is both cumulative and residual, and that the academic fortune of a student rests on the assigned teacher. Farrant (1989), Meludu (1994) and Adedigba (2000) were of the same opinion on the importance of instructional resources and classroom teaching.

Purpose of the Study

The main purpose of this study is based on secondary school students' assessment of instructional practices of English language teachers in Kebbi state. Specifically, the study finds out the following

1) Students' assessment of their English language teachers' instructional practices.
2) Whether students' gender and their level of education have different assessment of their English language teachers' instructional practices.
3) Whether students' gender and their level of education have different assessment of their English language teachers' classroom strategies.
4) Whether students' gender and their level of education have different assessment of their English language teachers' lesson preparation.
5) Whether students' gender and their level of education have different assessment of their participation during lesson.
6) Whether students' gender and their level of education have different assessment of their teachers' mode of evaluation.

Research Questions

1. Is there any significant difference between students' of Junior Secondary School (JSS) and Senior Secondary School (SSS) level of education on the assessment of their English language teachers' instructional practices?
2. Is there any gender difference in students' assessment of their English teachers' instructional practices?
3. Is there any difference between students at JSS and SSS levels of education in SSS assessment of their English language teachers' preparation for lesson?
4. Is there any gender difference in the students' assessment of their English Language teachers' preparation for lesson?
5. Is there any difference between students at JS and SS levels of education assessment of their English teachers' classroom strategies?
6. Is there any difference between the male and female students assessment of their English teachers' classroom strategies?
7. Is there any difference between the JSS and SS assessment of the (English teachers') participation during lesson?
8. Is there any difference between the male and female students' assessment of their participation during lesson?
9. Is there any difference between the JSS and SSS' assessment of the English teachers' mode of assessment?
10. Is there any difference in the students' gender of their assessment of the English teachers' mode of assessment?

Research Hypotheses

In an attempt to empirically answer the research questions, the following null hypotheses were generated.

HO_1: Junior and senior SSS will not be significantly different in their
assessment of their English language teachers' instruction practice.

HO_2: There is no significant gender different in SSS' assessment of their
English language teachers' instructional practices.

HO₃: Junior and Senior SSS will not be significantly different in their assessment of their English teachers' preparation for lesson.

HO₄: There is no significant gender difference in SSS assessment of their teachers' preparation for lesson.

HO₅: Junior and Senior SSS will not be significantly different in their assessment of their teachers' classroom strategies.

HO₆: There is no significant gender difference in SSS assessment of teachers' classroom strategies.

HO₇: Junior and Senior SSS will not be significantly different in their participation during lesson.

HO₈: There is no gender difference in the SSS' assessment of their participation during lesson.

HO₉: Junior and Senior SSS will not be significantly different in their assessment of English teachers' ofassessment.

HO₁₀: There is no gender difference in the SSS' assessment of their teachers' mode of assessment.

III.   Significance of the study

It is hoped that the outcome of this study would provide information to teachers' of English language and to other subject teachers to know and adopt the appropriate teaching method needed in classroom. The findings would help teachers to determine students' abilities for achievement purpose and to diagnose learning (problems) difficulties of such students in English language.

For the students the report of this study will assist them to have feedback on the learning effort and help them to determine areas requiring more effort on their part, and to decide whether to change their study strategies so that they can prepare adequately for careers. This report will also provide objective basis for determining the effectiveness of teachers by the school administrators and be able to report to individual parents on the progress of their wards.

Members of the public particularly stakeholders in the education of the youngsters will be able to know globally what is expected of classroom teachers.   Findings of this study would equally provide information for curriculum planners, school administrators, education researchers, school proprietors, and the society in general in Kebbi State, with regards to the quality of teachers' classroom instruction. Furthermore, the implication of generalizing the result to some nearly state or schools is another advantage. Although this study is not experimental its finding would be generalizing because it is empirical.

IV.   METHODOLOGY

Research Design

This study is a descriptive research survey,which enable the researcher to describe, find out and interpret conditions, events and trends that are developing remarked Oke (2005). Bamidele (2004) also described this as an attempt aims to describe systematically the facts and characteristics in a factual and accurate manner.

Population and Sample

The population of this study comprised all the secondary school students in Kebbi State public schools. However, a sample of 250 junior three and 250 senior three secondary school students (were chosen) comprising of male and female on equal numbers, were chosen from the ten public schools. In all 500 students, using stratified random sampling techniques on the bases of class level and gender. The name of the sampled school are Nagari College, Birnin-Kebbi, Government Science College, Koko, Government Technical College Bunza, Government Science CollegeBagudo, Government Secondary School,Kamba, AbdullahiFodio Girls' Secondary School, Jega, Government Science College,Suru, so regular students were selected.

Instrumentation

A self-developed Instrument (English language Teacher Assessment Questionnaire Scale) was used for the purpose of data collection. 31 Items questionnaire was structured in two sections. Section A sought to obtain information on the Demographic characteristics of the respondents. Section B haspoints scale that is every statement had four possible options from which the respondents were expected to choose by ticking or marking the one considered most appropriate to them. i.e. (   )

Very True of my Teacher = 4
Fairly True of my Teacher = 3
Hardly True of my Teacher   = 2
Not True of my Teacher   = 1

Method of data Collection and Analysis

The researcher adopted a hand to hand method in collecting data through the use of questionnaire. While the statistical analysis used in analyzing the data was the frequency count and percentages, together with t-test statistical analysis for testing the hypotheses.

RESULTS AND DISCUSSION

Analysis of the Research Question (RQ)

RQ 1: What is the level of secondary school students' assessment of the instructional practices of the English language teachers in Kebbi State?

Variables	Score	Number of students	Percentage (%)
Excellent Instructional Practices	91 - 112	35	7
Very Good I.P	70 - 90	85	17
Fairly Good I.P	49 – 69	215	45
Poor I.P	28 – 48	175	31

HO_1: Junior and Senior secondary school students will not be significantly different in the assessment of their English Language instructional practices.

Table 2: T-test analysis of SSS and JSS assessment

Class level	Number	Mean	StdDev.	df	cal t-Value	sig-Value
JSS	250	73.16	18.186	499	31.564*	0.000
SSS	250	109.850	3.183			

Significant, $P<0.05$

Table 2: Result of t-test comparing the Junior and Senior secondary school students' assessment of English language teacher's instructional practices. Table 2 shows that the calculated t- value is 31.54 while the significant value is 0.000 with degree of freedom 499at 0.05 level of significance. Calculated t-value is greater than the significant cal t-value, the null hypothesis is rejected. The senior students had a mean of 109. 850 while the junior had 73.016 with the standard deviation of 3.183 and 18.186 respectively.

HO_2: There is no significant gender difference between the junior and senior secondary school students' assessment of their teachers instructional practices.

Gender	Number	Mean	Std. Dev.	df.	Cal t-Value	Sig-Value
Male	250	91.400	22.629	499	0.034*	0.973
Female	250	91.400	22.629			

Significant, $P<0.05$

Table 3: shows since the calculated t-Val of 0.034 is less than sig-Val of 0.973, the null hypothesis is accepted, that is there is no significance difference between the male and female secondary school students assessment of their teachers' instructional practices.

HO_3: The Junior and Senior secondary school students with not be significantly different in the assessment of their English language teachers' preparation for lesson.

Class level	Number	Mean	StdDev	df	cal t-Value	Sig-Value
JSS	250	22. 57	3.039	490	16.598	0.000
SSS	250	26.000	1.182			

Significant, $P< 0.05$

Table 4: shows that the calculated t-val is 16.598 greater than significant value of 0.000, the null hypothesis is rejected i.e there is significant difference in the Junior and Secondary school students' assessment of their teachers preparation for lesson.

HO_4: There is significant gender difference between Junior and senior secondary school students' assessment of their teachers' preparation for lesson.

Gender	Number	Mean	StdDev	df	cal-Value	Sig-Value
Male	250	24.292	2.870	499	0.031*	0.975
Female	250	24.284	2.870			

Significant, $P<0.05$

Table5: shows that Calt-Val of 0.31 is less than significant-Val of 0.975, the null hypothesis is accepted.

HO_5: Junior and Senior Secondary school students will not be significantly different in the assessment of their teachers' class room teaching strategies.

Class level	Number	Mean	StdDevdf		Cal-Value	Sig-Value
Junior	250	17.892	5.081	499	29.747	0.000
Senior	250	27.660	0.896			

Significant, P<0.05

Table 6: shows a Cult-Val of 29.747 greater than the significant-Val of 0.000, null hypothesis is therefore rejected

HO_6: There is no significant gender difference between the Junior and Senior secondary achievement students' assessment of their teachers classroom strategies.

Gender	Number	Mean	Std Dev	df	Cal-Value	Sig-Value
Male	250	22.752	6.074	499	0.022*	0.982
Female	250	22.740	6.085			

Table7: shows a Cal-Val of 0.22less than significant-Val of 0.982, therefore, the null hypothesis is accepted.

HO_7: Junior and Senior Secondary school students will not be significantly different in the assessment of their participation during lesson.

Class level	Number	Mean	StdDev	df	Cal-Value	Sig-Value
Junior	250	19.468	6.074	499	26.440*	0.000
Senior	250	26.584	0.524			

Table 8: Shows that the Cult-Val of 26.440 is grater significant t-Val of 0.000, hence the null hypothesis is rejected.

HO_8 There is no significant gender difference in the secondary school students' assessment of their participation during lesson.

Gender	Number	Mean	StdDev	df	Cal t-Value	Sig-Value
Male	250	23.032	4.644	499	0.029*	0.977
Female	250	23.020	0.524			

Table 9: Short that the Cult-Val of 0.029 is less than the significant t-Val of 0977, the null hypothesis is rejected.

HO_9: Junior and Senior secondary school students will not be significantly different in the assessment of their teachers' mode of assessment

Class level	Number	Mean	StdDev	df	Cal t-Value	Sig-Value
JSS	250	16.044	5.102	499	32.366*	0.000
SSS	250	27.024	1.654			

P

Table 10: shows a Calt-Val of 32.366 is greater than significant t-Val of 0.000. The null hypothesis is therefore accepted.

HO_{10}: There is significant gender difference in the secondary school students' assessment of their teachers' mode assessment.

Gender	Number	Mean	StdDev	df	Cal t-Value	Sig-Value
Male	250	21.536	6.681	499	0.995	0.007
Female	250	21.536	6.682			

Significant P< 0.05

Table 11: shows that significant-value 0.007 is less than Cal t-value of 0.995. The null hypothesis is rejected.

V. Conclusion

Based on the findings of this study the following conclusion was drawn: that the Secondary School Students differ in their assessment of their English language teachers. For the Senior Secondary School Students assessed their teachers' instructional practices on higher side than the Junior Secondary School Students, perhaps due to much cognitive exposure of the former than the latter. On the other hand, there was no gender difference on the male and female secondary school students' assessment of the Instructional Practices because same materials were used in impacting knowledge to either gender.

Recommendations

Going by the findings, discussions and conclusion of this study, the followings are hereby recommended to all stakeholders in education industry to act upon.

1. That teachers' classroom instruction should be more of student-cantered and less of teacher-cantered.
2. That the teachers at secondary school should arm themselves with adequate and appropriate teaching and learning materials and use them judiciously in the classroom teaching.
3. Government and parents should work together in supplying all needed school facilities that will enhance effective teaching in schools.
4. Teachers should improve on their classroom delivery.
5. One year post-qualification education before NYSC should be established for teachers where details of classroom practices would be mastered in special institutions established for the purpose.
6. Supporting staff should be employed to assist teachers. Such as staff specialists, community consultants, to take care of guidance and counseling, reading problems, audio-visual materials and curriculum development.
7. General duty clerks should be employed to perform clerical and routine duties, such as taking care of attendance and documenting of test submitted to them by teachers in the classroom.
8. Contracting teaching jobs should be abolished in all states of the federation in Nigeria.
9. Manageable class-size of 1:35 teacher students' radio should be enforced in conformity with the National Policy on Education(NPE). In addition special salary structure should be given to teachers in primary and post primary school levels as better welfare incentives.

Suggestion for further Studies

This study was limited to Kebbi Central Senatorial District of Kebbi state; a comparative study can be carried out among the three Senatorial Districts of the state and even beyond. This becomes necessary because of the recent increase in the number of schools being established in the state.

The study may also be replicated using more variables such as school location and school management or ownership of the school.

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