

**TEACHING METHODS AND STUDENTS' PERFORMANCE
IN ENGLISH LANGUAGE IN SENIOR SECONDARY
SCHOOLS, EGOR LOCAL GOVERNMENT AREA,
BENIN CITY**

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EDU2001510

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS
FACULTY OF EDUCATION
UNIVERSITY OF BENIN
BENIN-CITY**

DECEMBER, 2024

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT
OF EDUCATIONAL FOUNDATIONS, FACULTY OF EDUCATION,
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THE REQUIRMENTS FOR THE AWARD OF THE OF BACHELOR OF
ARTS (B.A(Ed) DEGREE IN ENGLISH & LITERATURE EDUCATION**

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CERTIFICATION

We, the undersigned, certify that this study was carried out by **Victory ILUOBE** with Matriculation Number **EDU2001510** in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin-City.

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DEDICATION

This research work is dedicated to God Almighty the giver of life.

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ABSTRACT

The study investigated teaching methods and students' academic performance in senior secondary schools, Egor Local Government Area, Edo State. The design adopted for this study was the descriptive survey research method. Three research questions were raised to guide this study.

The population of the study was a total number of all senior secondary school students in Egor Local Government Area of Edo State. The sample size for this study was a total number of hundred (100) students adopting the simpler and om sampling method. The data retrieved from respondents after sampling was analyzed by the use of a Computer Statistical Tool (SPSS), and the results were displayed on tables using frequency and percentage to represent the data.

From the findings of the study, it was concluded that some teachers are not proficient in the use of teaching methods for English Language. It was also recommended that students enjoy teaching when all teaching methods are used jointly for teaching and learning. It was therefore recommended that training, workshops and seminars should be organized to groom teachers and improve upon their teaching skills. It was also recommended that schools should ensure they monitor and check teachers to ensure they are qualified and have the necessary skills before they are employed to teaching schools.

CHAPTER ONE

INTRODUCTION

Background to the Study

Education is regarded globally as the most effective agent of social and personal transformation that leaves a relatively formative effect on learners. The primary purpose of teaching at any level of education is to bring a fundamental change in the learner through various teaching and learning methods (Oigara, 2011). The effectiveness of this teaching and learning process largely depends on the choice of the teacher's teaching method. Whalen (2012) alludes that effectiveness of a teaching method is reflected in the outcome of the teaching-learning process in form of marks, grades and mean scores.

Education is also one of the most important aspects of human resource development. Students' academic performance plays an important role in producing best quality graduates who will become great leaders and manpower for the country thus responsible for the country's economic growth and social development. When talking about academic performance in the

Secondary schools, it determines whether the students will proceed to university for higher degree or be able to secure a teaching job. Students' performance also determines quality of education that will be passing to the students by the potential teachers at primary and secondary school levels.

According to [www.teach.com,teaching](http://www.teach.com/teaching) methods refer to the general principles, pedagogy and management strategies used for classroom instruction. Ndirangu (2007) points that teaching methods are used to impart knowledge to students. It is the means by which the teacher attempts to impart the desired learning or experience. The choice of a particular method of teaching by a teacher is determined by a number of factors which includes; the content to be taught, the objectives which the teacher plans to achieve, availability of teaching and learning resources and the ability and willingness of the teacher to improvise if conventional teaching aids are not available, evaluation and follow-up activities; and individual learner differences(Ndirangu,2007).Teaching methods vary from country to country, depending on the information or skills that are being taught and also be influenced by the aptitude and enthusiasm of the student.

Asikis (2010) attributed students' poor academic performance are not influenced by the qualification of teachers and environment, but that the method used in teaching could significantly affect them. Pillars and Skilling (2005) made it clear that the methods of teaching are dictated by the medium of instruction for example, Where English is used, the method of instruction has to be more interactive than passive (Pillar and Skilling, 2005). It also argued that classroom teachers need to know more about effective strategies for teaching learners (Thompson,2004). The commonly used teaching methods are teacher centered (Guloba, Wokodola, and Bategeka,2010), which are viewed to be somewhat ineffective in the impartation of knowledge. These methods are no longer used in other counties. Problem-life learning as a teaching method is becoming increasing popular in education institutions as a tool to address the inadequacies of traditional teaching methods since its approaches do not encourage student to participate in the learning process (Teo and Wong, 2000). However, more recently, there is an argument in the education industry to adopt a learner-centred method or paradigm shift (Ndirangu,2007), while other schools of thought are advocating participatory methods of teaching (Sajjad,2011).

Despite these arrays of teaching methods being advocated to, there is no one universally accepted method. The question still remains is which of these teaching methods contribute to failure or success of students' performance especially in developing countries like Nigeria where the causes of poor performance in secondary schools is not well understood. Can it be said that the students are not knowledgeable enough to pass their subjects, especially English language? Or they are not being taught well?

On this note therefore, the researcher seeks to use this study as an opportunity to explore into the various teaching methods and students' performance in English Language in Senior Secondary Schools, Egor Local Government Area, Edo State.

Statement of the Problem

Students' performance in Nigeria secondary schools has seemed to be poor. One of the reasons cited is the type of methods of teaching-learning used. Marikinyo (2003) believes that the falling level of academic performance is attributed to teacher's non-use of verbal reinforcement strategy. Several studies have been conducted about teaching methods in secondary schools in many parts of the world on students' performance, for

These studies indicated that the type of teaching methods used by teachers have an impact on students' performance. None of these studies have specifically examined the effect of teaching methods on student performance. This study bridges the gap by looking retrospectively into the various teaching methods for teaching English language as well as students' performance in the subject.

Research Questions

The following questions were raised to guide the study.

1. What are the perception of students on the appropriateness of the teaching methods for teaching English Language in secondary schools in the area of study?

2. What are the most effective methods used by teachers when teaching the students in secondary schools?
3. To what extent do teaching methods impact on students' performance in secondary schools in Egor Local Government Area?

Purpose of the Study

The focus of this study is to examine the teaching methods and students' performance in English Language in Senior Secondary Schools in Egor Local Government Area. Benin City. Specifically, the objective of this study is to:

- (i) To assess students' perception of the appropriateness of teaching methods used in teaching students in secondary schools in the area of study.
- (ii) To identify the most effective methods of teaching used in instruction of students in secondary schools.
- (iii) To determine the extent to which teaching methods impact on students' performance in secondary schools in Egor Local Government Area.

Significance of the Study

First, the study is expected to reveal the impact of teaching methods on students' performance in secondary schools. On completion, it woul

Significantly be useful for future researchers, policymakers, teachers, and also contributing to the in exhaustible body of knowledge.

Second, the study expected to provide a foundation for future researchers on literature for the topic on the impact of teaching methods on student performance in secondary schools.

Third, findings of this study is expected to be beneficial to policy makers especially the Ministry of education to put forward policies that would greatly encourage fair distribution of resources in secondary schools if better results are to be obtained.

Fourth, the findings is also expected to benefit teachers of Secondary Schools in Egor Local Government Areas in ceit would give ideas on the most suitable teaching methods for teaching English Language.

Finally, the finding soft his research expected to add the body of knowledge on teaching methods and also basis for future research.

Scope and Delimitation of the Study

The scope of this study would encompass all variables on teaching methods and students' academic performance in English Language in Senior Secondary Schools, Egor Local Government Area.

The study would be delimited to all secondary schools in Egor Local Government Area. Other limitations that may pose a threat to achieving the aim of this project is time. Due to the shortness of the Semester and time allotted for project writing, the researcher would only cover five (5) secondary schools within the area of study.

Definition of Terms

In course of writing this project, the researcher discovered some and best defines it as used in context of this study.

Teaching Methods: it comprises of the principles used by teachers to enable students' learning. These strategies are determined partly on the subject matter to be taught and partly by the nature of the learner.

Students' Performance: the extent to which a student, teacher or institution has attained their short- or long-term educational goals.

Pedagogy: the method and practice of teaching, especially as an academic subject or theoretical concept.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with the review of relevant and related literature in this study. It shall be discussed under the following subheadings.

- Theories in Teaching
- Methods Adopted by Teachers to Teach Students in Secondary Schools
- Learner (Student) Centered Method of Teaching
- Factors that Influence the Choice of Teaching Method
- Relationship between Teaching Methods and Students' Academic Performance
- Empirical Literature Review
- Summary of Literature Reviewed

Theories in Teaching

Concepts of teaching derived from theories of learning, some teaching theories are learning theories especially the mechanistic model other are analyzed from teaching behavior and its consequences and from experiments.

Dewey's Theory

This theory was proposed by John Dewey (1938) he concentrated his basic principle with those of traditional education. Dewey's system is organized around several key concepts the central concept is experiment where he said that all education comes about through experience. The central problem of an education based upon experiences is to select the kind of present experiences. The second concept is democracy where Dewey (1938) believes that democratic social arrangements promote a better quality of human experience. The third concept is continuity which means that every experience takes up something from those which have gone before and modified in some way the quality of those which come after for example growth and development Dewey (1938). The fourth concept is interaction which refers to interpreting experience in its education, force and assigns equal rights to both factors inexperience-objective and internal conditions. In a certain sense every experience should do something to prepare a person for later experiences of a deeper and more expensive quality.

Inquiry Theory

The idea of the inquiry theory is taken from Dewey's especially his formulation of scientific thinking and in those of cognitive theorists is variously referred to as discovery method, the inquiry method, self-directed learning or problem-solving learning. The approach to teaching through inquiry was propounded by Bruner (1966). It is process of constructing a theory of instruction that will meet these four conditions; it should specify effectiveness of individual bias toward learning, structure of the knowledge by the learner, effective sequences of presenting material and the nature and space for rewards and punishments. The two theories discussed above applied mostly in developed countries.

Modeling Theory

Teaching through modeling; is the most elaborate system of learning though imitation, identification as concepts of teaching, it was developed by Albert Bandura (1977), Social learning. In teaching by modeling the teacher behaves in the ways he wants the learners to imitate, the teacher's technique is role modeling. The theory is mostly used in developing countries.

Methods adopted by teachers to teach students in secondary schools

The term methods refer to the orderly arrangement or pattern of structuring then learning activities.

There are two categories of teaching method namely, teacher-centered method and learner-centered methods of teaching (MIE2004).Learner-centered instruction refers to the students' construct their own understanding of content; develop a personal feeling that knowledge is their own (Jacobsonand Kolchak, 2009). Therefore, student centeredness implies the heavy emphasis on enquiry and problem-based learning involves on making student as the center point of learning and group work. Each of this method is discussed in detail below:

Learner (Student) Centered Method of Teaching

A learner centered method of teaching is that method in which learners are more active than the teacher. It is of teaching which places the child at the center of the educational process. Under this method, the main emphasis is on how the child grows and develops into a mature well rounded person. Under this method, children's needs should determine what they learn at school, learning and teaching should cater for the needs of the learners at different

levels, and the selection of that content and methods of teaching and learning should be based on understanding the nature, needs and interests of learners. *Question and answer method (citation method)*

Question and answers are defined as a method both for teaching and oral testing based on the use of questions to be answered by the pupil (Mtunda1997) in (MIE,2004) Questioning techniques is one of the basic and successful ways of stimulating student's thinking and learning (Ndirangu,2007) it is applicable to all teaching approaches and methods.

Discussion method

Discussion method is an important component for any teaching or learning situation which allows students to share their ideas (Ndirangu, 2007). It can be used at the beginning of a topic to ascertain students' preconceived notion of the subject matter or toward the end of a sub topic by presenting student with a new situation and asking them to explain it in terms of what they have just learned. Discussion group method entails a teaching and learning strategy through sharing and exchange of ideas, experience and opinion takes place, accompanied by active learning with all member of the group participating in it (Kirnweri,2004).

Strengths of discussion method are; increases the depth of understanding and grasp of the subject matter, enhances motivation and generates greater involvement of the learners, promotes leadership role skills, develops skills of organizing and presenting ideas to others in a logical form and develops a spirit of cooperation among learners. In spite of the strengths there is also limitations of discussion method which includes time consuming, can be used effectively with a limited number of learners, if not well handled some extrovert learners may dominate the discussion.

Brainstorming

Brainstorming is a teaching technique in which every pupil's response that applies to a given topic is acceptable (MIE, 2004). The strengths of brainstorming are; promotes exploration, analysis and problem-solving skills, develop the sense of cooperation and group cohesiveness in problem solving, encourages the generation of creative ideas, promotes the generation of initiatives in searching solutions to problems. The limitations of brainstorming are; it is time consuming if not planned, more useful to a limited number of learners and need through preparation.

Demonstration method

Demonstration is a practical display or exhibition of a process and services to show or point out clearly the fundamental principles or actions involved (Kimweri, 2004). Teaching by demonstration is a useful tool available to teacher and plays an important part in the teaching of skills; however for a demonstration to be effective it should immediately be followed with a practical session in order to reinforce procedures (Kimweri,2004). The strengths of demonstration include learners get the actual experience of what they are learning and interesting to learners and thus promote their attention and retention. The limitations of the demonstration method are; time consuming and expensive, needs through preparation in practice and rehearse before the session, enough teaching and materials are required to successfully conduct a demonstration, it is more appealing when used with a group that has a limited number of learners. Other methods of teaching are role play method, case study, buzz group, and field trips.

Presentation method

Presentation method of teaching involves motivating listeners to accept a new idea, alter an existing opinion or act on a given premises (Hamm,2008).

The

Strengths of the method includes mastery of the topic by the students, increases confidence among students, is good way to learn for only one student who is presenting, student search a lot of books to collect material and teacher or supervisor is very important.

Teacher-Centered

Teacher - centered methods of teaching are the one - way communication where by the teacher delivers the material orally while the learner listens or takes down notes (Kimweri, 2004). The method is autocratic in form and allows very little or no room for active participation of the learners and thus providing little feedback to the teacher as to how effective the presentation has been. They are explained in details as below:

Lecture method

Lecture is one way communication where teacher talks to students in an autocratic way and in its pure form, the student have no opportunity to ask questions or offer comments during the lesson (MIE, 2004). The strengths of a lecture method are, 'it is useful when introducing new subject matter or presenting over view summaries to student, it can be used for teaching group of any size and the teacher to cover a lot of content in short period of time.

Despite of strengths of lecture method it has limitations, it does not take into account the individual needs, feeling or interest of students, no feedback from students is required third, if not properly planned can lead to boredom, it is difficult to assess whether or not learning through lecture is poor and to what extent, the quality of learning through lecture is poor and not permanent finally, the teacher spend a lot of time preparing detailed notes which are rarely learned by the student.

Seminar method

Seminar method is structured group discussion that may follow after a formal lecture or some sort of experience (Kirnweri, 2004). The strengths of the seminar method are to stimulate and test learners' ability of comprehension and evaluation promotes learners' ability of understanding and questioning, develops learner's sense of self — reliance, cooperation and responsibility, ability in report writing and presentation to fellow learners for exchange of views and decision making. The limitations of seminar method are need enough time preparation for the leaner or presenter to plan, write, consult the teacher produce and present material, some learners especially who are shy

And reserved may not be able to participate effectively during discussion time and some learners, particularly the vocal ones might dominate the discussion. The teaching methods discussed above are used in teaching and learning, none of these methods is the best one for all situations for teaching to be more effectively, the combination of these methods should be employed since education has many different types of approach and context. Ji-Ping and Collis (1995) in (Faraday, Overton and Cooper,2011).

Factors that Influence the Choice of Teaching Method

The choice of methods of teaching depends on different factors for example knowledge of the teacher and flexibility (MIE, 2004). In order to make an informed choice of teaching method(s) in the teaching and learning process, the teacher must know; the teaching methods available, the strengths and weakness of each method, the type and level of learners, the nature of learning that is to say then objectives expected at the end of the lesson. Other considerations during choosing a method of teaching are number of students to be taught, age of the learners and then size of the class.

Medium of Instruction

There are several media of instruction. At schools English has been used as the medium of instruction in many countries; some countries use English language as native language while others use it as the second language. The evident in one study that allowed for comparisons with native English — speaker norms, the gap between English learners and native speakers is increase across grade level (Sunders, Goldenberg and Marcelletti, 2013). Namibia, South Africa and Tanzania are some countries which used English as the medium of instruction while the language is their second language. Several obstacles in English being the medium of instruction, claims are that students' level of proficiency in English is not high enough to meet the learning requirements and also problem with proficiency of teacher's (Wolfaardt,2001).

Another Tanzanian writer suggested that, the key success to English is not in using it as a medium of instruction but rather in improving the teaching of English as a subject (Qorro,2004).

It is through the medium of instruction that successive generations are supposed to benefit from experience through language which each generation

shares disputes, resolves and refines its experience however the speaker and writers must be competent in, familiar and comfortable with it (Senkoro,2004). Therefore, the study by Cantoni (2007) found that together with other factors i.e., Teachers authority and their methods of teaching, the use of English as a medium of instruction hinders the full participation of the students because it does not seem to provide comprehensible input, does not work as a tool constructing knowledge in the content subject and an obstacle for the leaner centeredness.

Performance Measurement

Performance measurement refers to the process of evaluating how well organizations are managed and value they deliver for customers and other stakeholders (Moulin,2007).

Student performance is an important role in producing the best quality graduates who will become greater leader and manpower for the country's economic and social development (Asikhia,2010). Student academic performance can be affected by different factors like class schedules, class size, English textbooks, homework, environment of the class technology used and financial. Another study by (Laddunuri,2012) found many factors

Contributing to the student's failure in examinations including lack of competent trained teachers, poor infrastructural facilities in school, and insufficient books in the school library, high cost of books and frequency changes in curriculum.

Relationship between teaching methods and Students' academic Performance

Studies have shown that there is a relationship between teaching methods and students' Performance as for example it has been found out that teachers who used a specific style of evidence-based teaching and operate within a developmental learning paradigm had an increase effect on student learning outcome (Griffin, 2007) thus teaching methods play an important role in producing good students' performance.

Furthermore, several studies that have been conducted on teaching methods in many parts of the world have demonstrated that teaching methods impact greatly on students' performance. For example in USA (Haas,2002), Nigeria (Asikia, 2010). These studies clearly indicate that teaching methods used by teachers have an impact on students' performance and medium of instruction also impacts on students' performance(Senkoro,2004).

Empirical Literature Review

Several studies have been conducted on the subject of effects of teaching methods on student's performance. Next is a discussion of some of the relevant studies done in different countries.

The study conducted in USA by Haas, (2002) about Teaching Methods on Students Achievement. This study looked on teaching methods used in secondary schools. This study also found out that teaching methods influence student's performance to a large extent. Another study on teaching method was carried out by Guloba, Wokadala and Bategeka(2010) in Uganda. This study analyzes the link between teaching methods and pupils' performance in secondary schools. The findings showed that teaching and learning strategies contribute to better school performance.

Sajjad (2011) conducted a study in Karachi Pakistan on effective teaching methods at higher education. The study determined the effectiveness of the various teaching methods used for teaching student in secondary schools.

The study found that question and answer method was the best teaching method followed by demonstration and group discussion, Students'

Perception and ratings about the interesting and effective teaching methods is away to suggest improvement on teaching or learning process.

Summary of Reviewed Literature

This chapter reviewed related literatures on the teaching methods and students' performance in English Language in senior secondary schools in Egor Local Government Area of Edo State. It discussed extensively on methods adopted by teachers to teach students in secondary schools. Some of these methods includes and not limited to discussion method, lecture method, etc.

This chapter also outlined and discussed theories in teaching as well as factors that influence the choice of teaching methods. One factor significant to teaching methods is the medium of instruction. This explains how the teaching is projected to students, which in turn influence the method of teaching to be adopted. Also, this chapter brought together the relationship between teaching methods and students' academic performance and lastly discussed the empirical literature review.

CHAPTER THREE

METHODOLOGY

This chapter deals with methods, procedures and strategies that will be employed for the collection and analysis of data for the study. It shall be discussed under the following sub-headings:

- Research Design
- Population of the Study
- Sample and Sampling Technique
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Research Design

The design to be used for carrying out this study will be the survey method. According to Sambo (2005), a survey research design is one in which a group

of people or items are studied by collecting and analyzing data from only a few people or items considering being representative of the entire group.

Population of the Study

The population of this study would comprise of all senior secondary school students in Egor Local Government Area of Edo State.

Sample and Sampling Techniques

From the total population of students, the researcher would be making use of simpler and on sampling technique to select one hundred (100) students from five (5) senior secondary schools in Egor Local Government Area, Benin City.

Research Instrument

The research instrument to be used for collecting information for this study by the researcher will be a questionnaire tagged “Questionnaire on Teaching Methods and Students’ Performance in English Language in Senior Secondary Schools”. The questionnaire will be designed based on the research questions crafted in line with the project topic.

The questionnaire will be made up of two sections; Sections A and B. The questionnaire would consist of a total of fifteen (15) items technically drawn

From the research questions and would be answered using a four-point response scale; Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

Validity of the Instrument

To ascertain the validity of the questionnaire, the researcher will present the research instrument to the supervisor and two other experts in the Department of Educational Foundation for approval by reading through it for necessary corrections before it will be administered to respondents.

Reliability of the Instrument

To estimate the reliability of the instrument, the questionnaire will be administered to a group of respondents. It will further be subjected to split-half reliability test after which a reliability co-efficient would be derived to ascertain how reliable the research instrument is.

Method of Data Collection

The questionnaire will be administered to the respondents. They will be instructed by the researcher on how to complete the questionnaire, and answer to the items correctly and appropriately. Immediately that is done, it shall be retrieved from the month spot.

Method of Data Analysis

The researcher would analyze data gotten from this research using a SPSS software package. Analyzed data would be displayed using percentages and frequency tables where necessary.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter presents data and discussed result on teaching methods and students' performance in English Language in senior secondary schools in Egor Local Government Area of Edo State. The sample size used for this study is a total number of one hundred (100) students who answered the research questions appropriately. The data presented below is a tabular presentation of results gotten from the field solely carried out by the researcher.

SECTION A: DEMOGRAPHIC DATA

Table1: Distribution of Respondents by Sex

Sex	Frequency	Percentage (%)
Male	65	65%
Female	35	35%
Total	100	100%

Table 1 showed the number of respondents selected for the study. It revealed that 65% of the respondents were males, while 35% were females.

Table 2: Age Distribution of Respondents

Age	Frequency	Percentage (%)
12– 14 years	25	25%
15– 17 years	46	46%
18years &above	29	29%

From table 2, it is revealed that 25% of the respondents sampled range from 12 – 14 years of age, while 46% of the same sampled population ranges from between 15 – 17 years of age. Lastly, 29% of the sampled population range from 18 years of age and above.

Table 3: Class Distribution of Respondents

Class	Frequency	Percentage (%)
SS1	48	48%
SS2	36	36%
SS3	18	18%

Table 3 shows the class distribution of respondents. From the analysis above, it revealed that 48% of the sampled population are in SS1, 36% in SS2, and 18% in SS3.

SECTION B: RESPONSE TO THE RESEARCH QUESTIONS

Research Question One: *What are the perception of students on the appropriateness of the teaching methods for teaching English Language in secondary schools in the area of study?*

Table 4: Responses on the appropriateness of teaching methods for teaching English Language

S/N	ITEMS	SA	A	D	SD
1.	Students understand better when the teacher uses lecture method for teaching.	29%	18%	26%	27%
2.	Students prefer the discussion method for teaching subjects in schools.	48%	40%	4%	8%
3.	Students prefer for topics to be distributed from the scheme of work and given to them for presentation before the class.	37%	19%	26%	18%
4.	Students prefer the excursion and field trip teaching method.	55%	34%	6%	5%
5.	Students like all the above methods of teaching for English Language classes.	78%	15%	7%	-

Source: FieldWork (2022)

Table 4 gave the responses of the appropriateness of teaching methods for teaching English Language in schools. From the table, it is quite obvious that students like all the above methods of teaching for English language classes. From the analysis presented on the table, it showed that they liked excursion

and field trips more, as well as discussion method. By implication, these methods of teaching are appropriate for teaching them. There was no item that had overwhelming disagree or strongly disagree.

Research Question Two: *What are the most effective methods used by teachers when teaching the students in secondary schools?*

Table 5: Responses on the most effective method used by teachers for teaching students in secondary schools

S/N	ITEMS	SA	A	D	SD
6.	Lecture method is the most effective for English Language teaching.	41%	39%	12%	8%
7.	Discussion method for English language teaching is the most effective.	34%	36%	18%	12%
8.	Presentation method of teaching and learning is considered the best and most effective.	35%	42%	15%	8%
9.	Excursion and field trips is regarded as the best method for teaching and learning English language.	33%	30%	16%	21%
10.	No method of teaching is regarded as the best or most effective. They should be used interchangeably for effectiveness.	71%	29%	-	-

Source: Field Work (2022)

Table 5 gave responses on the most effective method used by teachers for teaching students in secondary schools. From the table, majority of students

supported that lecture method, discussion method, presentation method, and excursion & field trip method for teaching English language are the best and most effective at different degree of responses. But item 10 was very significant when the respondents gave their opinion by marking that no method of teaching is regarded as the best or most effective. Rather they should all be used interchangeably for effectiveness.

Research Question Three: *To what extent do teaching methods impact on students' performance in secondary schools in Egor Local Government Area?*

Table 6: Responses on the extent to which teaching methods impact students' performance in secondary schools

S/N	ITEMS	SA	A	D	SD
11.	Teaching method has no direct impact on students' academic performance in schools.	23%	14%	42%	21%
12.	Students perform better when all teaching methods are used together for English language teaching.	58%	36%	6%	-
13.	When students go out for field trips or excursion, they learn better and it has a far-reaching effect on their academic performance.	66%	30%	3%	1%
14.	When student present topics in the class room, they learn better and it has a positive effect on their academic performance.	43%	41%	10%	6%
15.	Ateachingmethodcanonlyimpactstudents'academic performancewhenthe teacherisexpertisein the use of it.	79%	21%	-	-

Source: Field Work (2022)

Table 6 provided responses of students on the extent to which teaching methods impact their academic performances. From analysis, it showed that from the respondent that gave their response on item 11. They disagreed strongly that teaching method has no direct impact on students' academic performance in schools. Also, it revealed from item 12 that students learn

better when all teaching methods are used together for English language teaching. A significant finding is on research item 15 when students agreed and strongly agreed affirmatively that teaching methods can only impact students' academic performances when the teacher is expertise in the use of it. A trained teacher should have the requisite knowledge in the use of teaching methods and know which one to adopt or mix for students' learning.

Discussion of Findings

The study focused on teaching methods and students' performance in English Language in senior secondary schools in Egor Local Government Area of Edo State. From analysis obtained in the field from students in secondary schools, the following results are presented;

Data provided in research items 1 – 5 answered to research question 1, “What are the perception of students on the appropriateness of the teaching methods for teaching English Language in secondary schools in the area of study? When discussing what is appropriate, it simply entails what is suitable or compatible. In the teaching and learning process, a lot of methods have been adopted and developed for teaching several subjects, of which

English

language is included. It is an item that wants to know if lecture method is compatible for students' learning and further understanding of English language. Also, it checked to see if students are compatible with the discussion method of teaching. How would student respond to teaching when they are taught with discussion method? Does it promote their understanding of English Language? These questions are brought to bear when talking about the appropriateness of teaching methods for English teaching and learning in schools. From the analysis presented on the table, students responded on item 5 which proved their likeness for all teaching methods stated on items 1 – 4. This is a testimony that these methods of teaching are appropriate for English Language.

Research Question two was on the most effective methods used by teachers when teaching students in secondary schools. Items 6 – 10 was presented to answer this research question. Items 10 revealed that there is no method of teaching most effective or best for teaching English language. It is only best when they are unanimously used together. There is an adage that states no man is an island. Nothing can exist alone except God. All other

things, human or non-human must be agreed together as one, then the impact would be felt.

Items 11–15 answered research question 3, “To what extent do teaching methods impact on students’ performance in secondary schools in Egor Local Government Area?” From the table, students disagreed to the statement that teaching method has no direct impact on students’ academic performance in schools. In many ways, a determinant of students’ academic performance is seen in the way or teaching culture of the instructor, and how well he makes use of it. Although, item 11 can only be made invalid when item 15 is valid, if otherwise, then item 11 becomes true. There was a general consensus on responses to item 15 that teaching methods can only impact students’ academic performance when the teacher is expertise in its use. No students would gain anything when the teacher does not know or have the knowledge on what to teach and how to teach it. Therefore, it should be made mandatory for teachers to undergo professional training by every means so as to be able to teach effectively and improve upon students’ academic performances.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This study examined teaching methods and students' academic performance in senior secondary schools in Egor Local Government Area of Edo State. The researcher employed the use the descriptive survey research method. Three research questions were raised to guide the study and are stated as follows:

1. What are the perception of students on the appropriateness of the teaching methods for teaching English Language in secondary schools in the area of study?
2. What are the most effective methods used by teachers when teaching the students in secondary schools?
3. To what extent do teaching methods impact on students' performance in secondary schools in Egor Local Government Area?

Data gathered from the questionnaire administered to students in the selected secondary schools in Egor Local Government were analyzed using tables; frequency count and percentages.

Conclusion

From the results obtained, the following conclusions were drawn:

1. Some teachers are not proficient in the use of teaching methods for English language.
2. Teaching method has a direct impact on students' academic performance in schools.
3. No one teaching method alone can make strong impact on students' academic performance except used together.
4. Students enjoy teaching when all teaching methods are used jointly for teaching and learning.

Recommendations

Based on the findings and conclusions of this study, the following are recommended;

1. Training, workshops and seminars should be organized to groom teachers and improve upon their teaching skills.
2. Government should provide schools with supervisors to monitor teachers and know what they teach and how they carry out their teaching in schools.
3. Schools should ensure they monitor and check teachers to ensure they are qualified and have the necessary skills before they are employed to teach in schools.

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APPENDIX
DEPARTMENT OF EDUCATIONAL FOUNDATIONS
FACULTY OF EDUCATION
UNIVERSITY OF BENIN, BENIN CITY

QUESTIONNAIRE ON TEACHING METHODS AND
STUDENTS' PERFORMANCE IN ENGLISH LANGUAGE IN SENIOR SEC
ONDARY SCHOOLS IN EGOR LOCAL GOVERNMENT
AREA OF EDO STATE

Dear respondent,

The researcher is a student of the above-named Department, Faculty and University. The questionnaire is designed to investigate **“Teaching Methods and Students’ Performance in Senior Secondary Schools in Egor Local Government Area of Edo State”**. You are requested to kindly complete the questionnaire as sincerely and objectively as possible. Your response will be treated with utmost confidentiality.

Victory ILUOBE

Student

SECTION A: PERSONAL DATA

INSTRUCTION: Please tick(✓)the answer that best describes your response.

1. **Gender:** Male () Female ()
2. **Age:**12–14years () 15–17years ()18years &above ()
3. **Class:** SS 1 () SS 2 () SS 3 ()

SECTION B

INSTRUCTION: Please kindly tick(✓)the answer that best describes your response

Key: SA=Strongly Agree, A=Agree, D=Disagree, SD= Strongly Disagree

S/N	ITEMS	SA	A	D	SD
	<i>What are the perception of students on the appropriateness Of the teaching methods for teaching English Language in secondary schools in the area of study?</i>				
1.	Students understand better when the teacher uses lecture method for teaching.				
2.	Students prefer the discussion method for teaching subjects in schools.				
3.	Students prefer for topics to be distributed from the scheme of work and given to them for presentation before the class.				
4.	Students prefer the excursion and fieldtrip teaching method.				
5.	Students like all the above methods of teaching for English Language classes.				
	<i>What are the most effective methods used by teachers when teaching the students in secondary schools?</i>				
6.	Lecture method is the most effective for English Language teaching.				
7.	Discussion method for English language teaching is the most effective.				
8.	Presentation method of teaching and learning is considered the best and most effective.				

9.	Excursion and fieldtrips is regarded as the best method for teaching and learning English language.				
10.	No method of teaching is regarded as the best or most effective. They should be used interchangeably for effectiveness.				
	<i>To what extent do teaching methods impact on students' performance in secondary schools in Egor Local Government Area?</i>				
11.	Teaching method has no direct impact on students' academic performance in schools.				
12.	Students perform better when all teaching methods are used together for English language teaching.				
13.	When students go out for fieldtrips or excursion, they learn better and it has a far-reaching effect on their academic performance.				
14.	When student present topics in the classroom, they learn better and it has a positive effect on their academic performance.				
15.	A teaching method can only impact students' academic performance when the teacher is expertise in the use of it.				