



Teachers' Teaching Styles on Academic Achievement of Senior Secondary School Students in English Language in Edo Central Senatorial District

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ABSTRACT

The study examined the impact of teachers' teaching styles on the academic achievement of Senior Secondary School students in English Language in Edo Central Senatorial District. Four hypotheses were raised and tested in the study.

The ex-post facto research design was used. The population consisted of 15,931 students and 69 English Language teachers in the public Senior Secondary Schools in the District. A sample size of 400 Senior Secondary School students and 20 teachers of English Language were drawn using the simple random sampling technique. Two instruments – English Language Teachers' Teaching Styles Questionnaire (ELTTSQ) and the English Language Achievement Test (ELAT) were used to collect data. The split-half reliability alpha of 0.78 was obtained from ELTTSQ while a reliability coefficient of 0.74 was obtained from ELAT using the Kuder-Richardson formula-21. Inferential statistics namely: Analysis of Variance and Sidak Post-hoc mean comparison test were used to test the entire hypotheses at 0.05 level of significance.

The result showed that teachers' discussing and delegating style of teaching had significant impact on students' English Language achievement while teachers' directing style of teaching had no significant impact on the academic achievement of senior secondary school students in English Language in the district. Teachers' discussing style of teaching was significantly superior to delegating teaching style in enhancing students' academic achievement in English Language. It was recommended amongst others that the government should provide mandatory training programmes that would help English language teachers acquire more skills on teaching styles for effective teaching of English language in Senior Secondary Schools.

Keyword: Discussing style, Directing style, Delegating style, English language, Academic achievement.

Introduction

The day to day activities of all human beings involves the use of language communication. Language usage enables different groups of people to know who they are and what ethnic and linguistic entities they belong. In all, it is a great asset to the society, as the single need of man in and outside his society depends on language usage. Nigeria as a country was colonized by Britain, this made Nigeria to adopt English language as her lingua franca/official language. It is therefore the language of communication in schools as well as a core subject subject in the primary and secondary schools. In fact, its status is graded in such a way that it is one of the required subjects for admission into tertiary institutions in Nigeria. This language has however been fraught with some dialectical circumstances as noted by Adedeji (2015) when he stated that "uniquely Nigerian English expression would be puzzling to native speakers of the English language because it is structurally awkward, grammatically incorrect and unidiomatic". This assertion by Adedeji may be responsible for the high failure rate of students at the West Africa Senior Secondary Certificate Examination. For instance, in 2019, it was reported that 35.47% that sat for the WASSCE English language examination passed. In 2020, 39.82% obtained a pass in English language. The WAEC chief examiner reported that the May/June West African Senior Secondary Certificate Examination (WASSCE) recorded a poor achievement. The report had it that students failed because of the following deficiencies: candidates' low understanding of basic rules of grammar, poor use of punctuation marks, improper use of capital letters and small letters, inability of students to appropriately use present and past tense, transliteration from the mother tongue and abuse of the basic rules of grammar, wrong expressions, poor use of parts of speech and their functions in sentences among others. Candidates errors were listed to include wrong spellings, wrong usage of concord, tense usage and wrong construction of verb among others. From the foregoing, the researchers would want to find out if teachers' teaching styles are pre-requisites for improving students' achievement in English language.

Teaching styles refer to the approaches employed by a teacher in the delivery of an instruction. It is a multidimensional construct that borders on how teachers act in the classroom. The teaching style can be seen as delivering content in the classroom as in teaching and learning process (Hagati, Surat and Noer, 2021). Teaching styles play a pivotal role in the classroom setting, dictating how information is imparted and how students learn (Premier,

2023). In a study carried out by Jayson (2019) on the impact of the teachers' teaching style on students' motivation and academic achievement in the K-12 grade 10 English class, it was discovered that teachers' teaching style greatly influence on how students are motivated to learn. From Jayson's findings, it was reported that 76.54% of the students performed well in English due to the different teaching styles of the teachers.

La Ode, Ihjon, Wa Ode and Samiruddin (2019) investigated the effect of teaching styles on students' motivation and academic achievement in Iconawe Selatan Regency. The study was based on a survey of 243 students. The proportional stratified random sampling technique and Structural Equation Modeling (SEM) was used to test the hypotheses. The result showed that the teachers' teaching style has a positive and significant effect on students' motivation and learning achievement. For Ofem, Iyan and Bassey (2015) educational qualification and teachers' discussing style of teaching impacted significantly on students' academic achievement in English language in Calabar educational zone of Cross River state.

Adediwura and Tayo (2007) investigated the effect of students' perception of teachers' teaching styles subject matter, attitude to work and teaching skills on students' academic achievement. The population for the study consisted of Senior Secondary Three (SS111) students in the South West of Nigeria. The study sample consisted of 1600 purposively selected schools. The data collected were analysed using simple percentage, Pearson Product Moment Correlation and Chi-square statistics. The result showed that teachers' teaching style (discussing) had a significant relationship on students' academic achievement.

The linkage between teachers' discussing style of teaching and students' academic achievement in English Language has been of interest in recent times among scholars. Olaley (2011) investigated the students' perception of teachers' teaching styles in relation to students' academic achievement in English Language in Osun State Senior Secondary Schools. The study was carried out in Osun State Senior Secondary Schools. A population of 1600 purposively selected SSS III students from 16 rural and urban schools were used for the study. The questionnaire tagged teachers' characteristics and students' academic performance (TCSAP) was used to elicit information from the students. The data collected were analysed using simple percentages, Pearson Product Moment Correlation and Chi-square. The findings showed that there was a significant relationship between teachers' discussing style of teaching and students' academic achievement in English Language in Osun State Senior Secondary Schools.

Kosegei, Mise, Odera and Ayugi (2016) examined teacher factor that influences secondary School students participation in Lodwer, Turkana County, Kenya. The study applied a causal comparative research design. The instrument for the study was the questionnaire. Data was analysed using descriptive and inferential statistics. The result showed that there was no significant relationship between teacher directing teaching style and students' performance.

Arinde (2010) investigated educational services, teacher quality and students' academic achievement in English Language in public senior secondary schools, North Central Zone, Nigeria. The Correlational survey design and ex-post factor was adopted for the study. Simple random sampling technique was used to select 3,360 participants out of 8,800 target population, (3080 teachers and 280 principals) the respondents were selected from 280 (35%) schools out of the 800 Public Senior Secondary Schools in North Central Zone, of Nigeria as at the time of the study. Three researcher-designed instruments, namely, Availability of Educational Service Questionnaire (AESQ), Teacher Quality Assessment Questionnaire (TQAQ), and Students' Academic Performance Proforma (SAPP), were used to collect relevant data for the study. Means and percentage were used to answer the research questions raised. Multiple regression analysis was used to test the main hypothesis. In addition, Pearson Product Moment Correlation Statistical Methods were used to test the operational hypotheses, all at 0.05 significance level. The findings revealed that the fitted Multiple Regression Model was significant at 0.05 level of significance, indicating that there was significant relationship between teacher quality and student' academic achievement in English Language (p -value < 0.05, $R^2=0.51$). The result further indicated that there was no significant, positive and strong relationship between teachers directing teaching styles and students' academic achievement in English Language in public Senior Secondary Schools, North Central Zone, Nigeria.

Kimani, Kara, and Njagi (2013) investigated between selected teachers' demographic characteristics and teachers' teaching styles and students' academic achievements in English language in selected secondary schools in Nyandarua County, Kenya. One hundred and fifty three teachers selected randomly from eighteen schools in three districts in the county participated in the study. The schools were categorized as above average, average, and below average based on their aggregate performance in Kenya Certificate of Secondary Education (KSCE) in the last three years. In each category, two schools per district were selected. Data were collected using the questionnaire developed by the researchers. Linear regression and one-way ANOVA were used to test the relationship between the selected variables and performance in KCSE at $p < 0.05$. The study found that teachers' directing style of teaching was not significantly related to students' academic achievement in English language in selected secondary schools in Nyandarua County, Kenya.

Goldhaber and Brewer (2018) examined data on the postsecondary degrees and certification status of teachers and their students' performance in English Language and Arts. They observed a positive relationship between teachers' degrees and students' performance in English Language consistent with earlier findings. They also found that students whose teachers were certified in English Language but did not hold a postsecondary degree in Arts did not perform as well as students whose teachers held a postsecondary degree in English Language. The findings also showed that there was a significant relationship between teachers directing styles of teaching and students' academic achievement in English Language.

Teachers' delegating style of teaching has been observed as predictor of students' academic achievement in English Language (Gain, Claudio, Patrizia & Patrick, 2006; Eslami & Fatahi, 2018). To buttress this, Eslami and Fatahi (2018) stated that teachers' delegation is believed to be strongly linked to teaching practice and students' learning outcomes. Durowoju and Onuka (2016) submitted that teacher's delegation significantly impacted students' academic achievements in English language.

Tella (2018) examined the relationship between teachers' teaching styles (delegating, discussing, attitude, qualification and experience) and pupils' academic performance in primary school English Language. The participants of the study comprised of 254 primary school teachers and 120 primary

school pupils. Data collected on the study were analyzed using a stepwise multiple regression analysis. The result revealed, that teachers' delegating teaching style (among others) does not significantly correlate with students' achievement in English Language.

Olanipekun and Aina (2014) examined the extent to which the involvement of teachers in the outcome of academic achievement of students in schools could be held accountable for virile students' academic achievement in English Language in Nigerian schools. While lamenting on the shameful articulation of students' academic achievement in public examinations; the authors used content analysis to review literature on students' academic achievement and teachers' delegating and found out that teaching styles are very important for the teachers to be effective and to be able to improve students' academic achievement in English Language.

Hayati, Surat and Noer (2021) investigated the relationship of teaching style on elementary school achievement of students in Pasir Pengarayan Roka Hulu Regency, Riau Province, Indonesia. The respondents of the study were 40 elementary school sixth graders and 13 teachers. The research employed questionnaire review method. Data was collected. Descriptive analysis was used. The results revealed that there was no significant relationship between the delegator's teaching style and students' perception with students' achievement.

Research Hypotheses

The following hypotheses were formulated to guide the study:

- 1) There is no significant impact of teachers' discussing style of teaching on academic achievement of senior secondary school students in English Language in Edo Central Senatorial District
- 2) There is no significant impact of teachers' directing style of teaching on academic achievement of senior secondary school students in English Language in Edo Central Senatorial District
- 3) There is no significant impact of teachers' delegating style of teaching on academic achievement of senior secondary school students in English Language in Edo Central Senatorial District
- 4) There is no significant difference between the teaching styles over others on the students' academic achievement in English Language in Edo Central Senatorial District

Methodology

The ex-post facto research design was used to investigate the impact of teachers' teaching styles on the academic achievement of senior secondary students in English language in Edo Central Senatorial District. The population for the study consists of the fifteen thousand nine hundred and thirty one (15,931) students and 69 English language teachers in the 69 public Senior Secondary Schools in Edo Central Senatorial District. A sample size of twenty (20) teachers of English language and four hundred (400) Senior Secondary School Students was drawn for the study. The simple random sampling technique was used for the study.

Two instruments were used for the collection of data in the study. They are the questionnaire titled English Language Teachers' Teaching Style Questionnaire (ELTTSQ) and the English Language Achievement Test (ELAT). The questionnaire (ELTTSQ) was used to collect data from the teachers while the second instrument (ELAT) was used to collect data on students' academic achievement. Content validity was ensured by the researchers through the help of two experts of Language Education. The split-half reliability method was used to determine the reliability of the instrument (ELTTSQ). Using the Pearson Product Moment Correlation Coefficient an r-value of 0.78 was obtained. On the other hand, the reliability of the English Language Achievement Test (ELAT) was verified using the Kuder-Richardson (KR) Formula 21. The reliability coefficient obtained from the analysis was 0.74. The instruments were administered to participants in their various schools and classrooms. The consent of the principals and vice principals was sought before the administration of the instruments. This was done with the help of five trained research assistants. The Inferential Statistics namely: Analysis of Variance (ANOVA) and Sidak Post-hoc Mean Comparison Test was used to test the hypotheses of the study. The entire hypotheses were tested at 0.05 level of significance.

Hypothesis 1: There is no significant impact of discussing style of teaching on academic achievement of senior secondary school students in English Language in Edo Central Senatorial District

Table 1. Summary of ANOVA Table on the Impact of Teachers' Discussing Style on Academic Achievement of Senior Secondary School Students in English Language in Edo Central Senatorial District

Source	Type III Sum of Squares	Df	Mean Square	F	p-value
Corrected Model	1328.336 ^a	3	442.779	4.585	.004
Intercept	283152.872	1	283152.872	2932.316	.000
Discussing style	1328.336	3	442.779	4.585	.004
Error	38238.904	396	96.563		
Total	800998.000	400			
Corrected Total	39567.240	399			

a. R-Squared = .034 (Adjusted R-Squared = .026)

Result in Table 1 showed that the calculated f-value of 4.585 for teachers' discussing teaching style is statistically significant since the p-value is less than 0.05 level of significance ($p < 0.05$). Thus, the null hypothesis was rejected. This result thereby shows that discussing style of teaching had prominent impact on academic achievement of senior secondary school students in English Language. This shows that there was a significant impact of discussing style of teaching on academic achievement of senior secondary students in English language.

Hypothesis 2: There is no significant impact of discussing style of teaching on academic achievement of senior secondary school students in English Language in Edo Central Senatorial District

Table 2: Summary of ANOVA Table on the Impact of Teachers' Directing Style on

Academic Achievement of Senior Secondary School Students in English Language in Edo Central Senatorial District

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	447.699 ^a	3	149.233	1.511	.211
Intercept	250345.581	1	250345.581	2534.203	.000
Directing Style	447.699	3	149.233	1.511	.211
Error	39119.541	396	98.787		
Total	800998.000	400			
Corrected Total	39567.240	399			

a. R Squared = .011 (Adjusted R Squared = .004)

Result in Table 2 showed that the calculated f-value of 1.511 for directing style of teaching is not statistically significant since the p-value is greater than 0.05 level of significance ($p > 0.05$). Thus, the null hypothesis was retained. This shows that there was no significant impact of directing teaching style on academic achievement of senior secondary school students in English Language with respect to directing teaching style. This implied that directing style of teaching had no significant impact on the academic achievement of senior secondary school students in English Language in Edo Central Senatorial District.

Hypothesis 3: There is no significant impact of teachers' delegating style of teaching on academic achievement of senior secondary school students in English Language in Edo Central Senatorial District

Table 3: Summary of ANOVA Table on the Impact of Teachers' Delegating Style on Academic Achievement of Senior Secondary School Students in English Language in Edo Central Senatorial District

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1335.049 ^a	3	445.016	4.609	.003
Intercept	283152.274	1	283152.274	2932.824	.000
Delegating Style	1335.049	3	445.016	4.609	.003
Error	38232.191	396	96.546		
Total	800998.000	400			
Corrected Total	39567.240	399			

a. R Squared = .034 (Adjusted R Squared = .026)

Result in Table 3 showed that the calculated f-value of 4.609 for teachers' delegating style of teaching is statistically significant since the p-value is less than 0.05 level of significance ($p < 0.05$). Thus, the null hypothesis was rejected. This shows that there was a significant impact of teachers delegating style of teaching on academic achievement of senior secondary school students in English Language in Edo Central Senatorial District. This implied that teachers' delegating style of teaching significantly impacted students' academic achievement in English Language.

Hypothesis 4: There is no significant effectiveness of any teaching style over others in enhancing students' academic achievement in English Language in Edo Central Senatorial District.

Table 4: Summary Comparison of the Teaching Styles that enhances Students' Academic Achievement in English Language in Edo Central Senatorial District

(I) Teaching styles	(J) Teaching styles	Mean Difference (I-J)	Std. Error	Sig.
Discussing style	Directing style	.412	1.134	.717
	Delegating style	2.832*	1.318	.032
Directing style	Discussing style	-.412	1.134	.717
	Delegating style	2.420	1.291	.062
Delegating style	Discussing style	-2.832*	1.318	.032
	Directing style	-2.420	1.291	.062

*mean difference is significant at 0.05 level of significance

Table 4 indicated that the mean difference between discussing and delegating teaching style in absolute term (2.832) is statistically significant ($p < 0.05$). This shows the null hypothesis was rejected. The result shows that teachers' discussing teaching style was significantly more effective than delegating teaching style in enhancing students' academic achievement in English Language in Edo Central Senatorial District ($p < 0.05$). On the other hand, teachers' directing teaching style was not significantly more effective than delegating teaching style in enhancing students' academic achievement in English Language in Edo Central Senatorial District ($p > 0.05$).

Discussion of Findings

Findings related to the hypotheses raised revealed that there was a significant impact of teachers' discussing style on the academic achievement of senior secondary school students in English language in Edo central Senatorial District. This implied that the use of discussing style promotes students' academic achievement. This result corroborates the findings of Ofem, Iyan and Bassey (2015), Olaleye (2011), Adediwura and Tayo (2007) and La Ode, Ihjon, Wa Ode and Samiruddin (2019) who found that teachers' discussing teaching style significantly impacted on students' academic achievement of students. Perhaps, the reason for the positive outcome was that discussing style of teaching helps learners to clarify areas of recurrent learning difficulties, promotes participatory learning and concretizes learning experiences. The findings however, is contrary to that of Kosegei, Mise, Odera and Ayugi (2013) whose finding declared that there is no significant relationship between discussing style and students' academic achievement.

The findings of this study also reveals that there was no significant impact of teachers' directing style of teaching on the academic achievement of senior secondary school students in English language in Edo Central Senatorial District. . Perhaps, the reason for this outcome may be due to the fact that directing style of teaching is characterized by passive involvement of the teacher in the delivery of class instructions. The teaching activities that characterize the directing style of teaching is one that involves 'saying' and 'not demonstrating', pointing, without showing to learners what they would see. These passive teaching activities may therefore have very little or no noticeable effect on students' learning experiences in a subject like English Language; which requires teachers to take the lead in pronouncing the sounds and stating examples of parts and figures of speech in sentences among others. The result agreed with that of Arinde (2010) who revealed that there was no significant, positive and strong relationship between teachers directing teaching styles and students' academic achievement in English Language in public senior secondary schools, North Central Zone, Nigeria. The result is in line with that of Kimani, Kara and Njagi (2013) who revealed that teachers' directing styles of teaching were not significantly related to students' academic achievement in English Language in selected secondary schools in Nyandarua Country, Kenya. On the other hand, the result disagreed with that of Goldhaber and Brewer (2018) who found that there is a significant relationship between teachers directing styles of teaching and students' academic achievement in English Language.

The result on teachers' delegating style of teaching showed that there was a significant impact of teachers' delegating style of teaching on academic achievement of senior secondary school students in English Language in Edo Central Senatorial District. One reason this result turned out positive may be due to the fact the delegating style of teaching promotes learning by doing. Also, teachers that make use of delegating style empower learners to work alone or work in groups to establish goals, develop plans, and make decisions. The result corroborated that of Olanipekun and Aina (2014) who noted that students' academic achievement and teachers' delegating teaching styles are very important for the teachers to be effective and to be able to improve students' academic achievement in English Language. The result is in line with that of Yi-Hsiang (2014) who found that Physical Education teachers' delegating style of teaching affected students' academic achievement in senior high school Physical Education (PE) in Taojuan, Taiwan. On the contrary, the result disagreed with that of Tella (2018) who revealed that teacher's delegating teaching style (among others) did not significantly correlate with students' achievement in English Language. The result further disagreed with Hayati, Surat and Noer (2021) whose result had no significant relationship between the delegator's teaching style and student perception with students' achievement.

Summary of Findings

It was found that teachers' discussing and delegating styles of teaching had significant impact on students' achievement in English. On the other hand however, the directing style of teaching did not significantly impact on students' academic achievement in English language.

Conclusion

As the study indicated, there is no doubting the fact that underachievement in English language is one of the major challenges students face at the Senior Secondary Schools Certificate Examinations. From the findings of this study, teachers teaching style of English language has a very important role to change the situation. Teachers' effectiveness will be enhanced if the discussing and delegating styles of teaching is utilized in the teaching and learning of English language.

Recommendations

Based on the findings, the following recommendations were made:

- i. Principals should provide teachers with a mandatory training programme on how to effectively use discussing teaching styles for improved academic achievement of students in English Language.

- ii. The state government should provide mandatory and government sponsored training programmes such as conferences and workshops that would help English Language teachers acquire more skills on teaching styles and methodologies for effective teaching of English Language in secondary schools in the district.
- iii. The teaching styles – discussing, directing and delegating styles of teaching should be incorporated into teachers’ education training programme in Colleges of Education and other teachers’ training institutions to make teachers’ come to terms with application of the teaching styles for language related subjects.

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