

# Effect of Teachers' Competencies in the Teaching and Learning English Language in Senior Secondary Schools in Sokoto South Local Government, Sokoto State, Nigeria

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**Abstract:** - The study investigated the effect of teachers' competencies in teaching and learning of English language in selected secondary schools in Sokoto south local government, Sokoto state Nigeria. The study covered ten schools in Sokoto south local government. A cross-sectional survey was used in order to gather information from various respondents from the ten secondary schools in Sokoto south local government, Sokoto state, Nigeria. The population of study comprised of the Principals, Vice Principals, HOD, English language Teachers, and Student leaders. The study was conducted using a Cross-Sectional Survey because the researcher intended to collect data from various persons in 17 schools in Sokoto south local government. The Quantitative and Qualitative research approaches were triangulated. A sample size of 90 was used in the study. They comprised of 5 HODs, 20 English language teachers, and five student leaders and 270 students from the selected secondary schools in Sokoto south local government. Purposive sampling and simple random sampling techniques were used for selecting the respondents. The findings show that the English language teachers in secondary schools in Sokoto south local government did not use teaching methods while teaching, schools do not have the required instructional materials in most of the secondary schools in Sokoto south local government, Classroom management was not effectively managed by the teachers because their discipline made the teaching process difficult. The research recommended that government and school administrators should provide various teaching aids to schools to improve teaching and learning process in secondary schools in Sokoto south local government. The challenges faced are high numbers of students, inadequate teaching materials, unqualified teachers, lack of teaching methods for English language teachers and improper classroom management in some selected schools in Sokoto south local government. Finally, the interventions identified are the need for the government and school administrators to provide teaching aids to the secondary schools in Sokoto south local government. The conclusions arrived at by the government, the Federal education, and State ministry of education should provide teaching aids like textbooks to improve the standard of teaching the English language in secondary schools in Sokoto south local government in Sokoto state Nigeria.

**Keywords:** teacher's competencies, teaching and learning, instructional materials

## I. INTRODUCTION

### 1.1 Background of the Study

Schools play a variety of important social, custodial and organizational roles in communities with school teachers having the primary obligation to help students to learn to recognize and solve problems, comprehend new phenomena, construct models, and setting goals to regulate their learning. Parents, on the other hand have the role of gauging the academic performance of their children. In today's competitive world where good grades seem to be the yardstick of a child's intelligence the academic goals of both parents and children, teacher's competency are put to the test (Aremu (2012)).

Competency is seen here as the ability of the teachers to deliver knowledge using the necessary medium in the language or the tools in teaching and learning the English Language in secondary schools in Sokoto State, Nigeria.

The English Language is the primary language of the majority of people in the United Kingdom, the United States, Canada, Australia, New Zealand, other former colonies of Britain, and territories of the United States. It is also an official or semi-official language of many countries with a colonial past, such as India, Nigeria, Pakistan, and South Africa. Even in countries where English is not a primary or official language, it is taught as a foreign language and used as the language of technology and diplomacy. English is spoken in most parts of the world than any other language except Chinese.

According to Aremu (2012), the English Language is a medium of communication, like every other language of the world. He added that English is the native language of some parts of the western world like the Great Britain (United Kingdom) and some part of the America (U.S.A) and Africa. He further describes the English Language as one of the most

spoken languages in of the world. Today, English is the lingua franca of Nigeria (official language) as Nigeria was colonized by the British, people. Also Abdullahi (2012), opined that it is the language introduced to some countries of the world by the British the colonizer, he added that the English Language is a universal Language though not adopted by the entire nations of the world but more than 97% uses it as means of communication.

However, Salihu (2012) is also of the opinion that the English Language serves a general means of communicating in some areas, mostly where it is accepted as their lingua Franca. Aliyu(2012), also observed that the English Language is said to be the language which originates from the British as their native language and it is also recognized by the Americans except of South Americans. At this juncture, the English Language can be defined as a means of communication adopted to be lingua franca of the British colonized nations and some part of the America except of South America. Since independence in Nigeria, English is not only used as lingua franca but also the Language of instruction in Schools to facilitate learning other subjects except the Native Language (Hausa, Igbo, and Yoruba) and French language in some schools.

According to The path newspaper (2012), the English Language has become the general language in Nigeria, as used in Sokoto state. The teaching of English language is facing many problems in terms of teaching and learning in secondary schools. This because these are qualified teachers to teach in secondary schools, in adequate teaching aids, poor teaching techniques by the English language teachers in Sokoto state in particular. In that case, many teachers seem to have no competence in teaching the English language in secondary schools in Sokoto state.

Abdullahi (2012) argued that research is making an increasing impact on our everyday lives. In public discussion today that there are no competencies in teaching and learning the English language in secondary schools in Sokoto state, the evidence of this fact is considered to be important. Dogondaji(2001) similarly argued that unlikely to accept authoritative statements without some explanations, to prove the statement. As a result, we are sometimes in danger of being swamped by facts. Salihu (2012) also argued that the trouble is that the facts cannot always be trusted. Every profession requires certain specialized abilities and teaching is no exception Lux (2003). Among the specialized abilities expected of the classrooms, teacher is to have some certain competences' which promote both the learning of the subject (English Language) and the student attitudes.

Teacher's classroom interactions can be analyzed to obtain information on how to be effective about to the teaching and learning method from which teachers develop and control their competence in a continuing programmed of self-development. There is the need for using different methods of teaching different group of students. For instance in teaching

English language the teacher needs to have an interactive session for his students, and therefore in the class, demonstration method should be applied rather than the lecture. Haruna (2006)

However, the only way to find out the usefulness of the different methods is to observe their competence in different ability level in selections of methodology of teaching, the teacher has to bear his mind how should Language be taught, what teaching methods would be suitable for teaching of particular, what is the role of small group discussion, the classroom demonstration, and audio-visual aid in teaching and learning English Language.

Abubakar (2008) there are several methods of observing English Language teachers, two of these are interaction analysis and topological studies (steps by step observation based on record). It is accepted that application and understanding of education events are essential to any analysis of the educational process. Teachers should analyze their classroom interaction in order to obtain effective learning, especially their actions during the process of teaching and learning.

Akwanya (2009), observed that teachers in Nigeria lack competence that the low performance of students in English Language has been worsening since the mid-1970s and it is often attributed to factors like poor attitudes towards the second language, low investment in education, poor training of teachers, non-availability of teaching aids, poor teaching methods, government take-over of schools, resulting in poor supervision and lowering of standards, poor social environment, poor motivation among the learners and the teachers, lack of commitment among the teachers, the explosion in in-take and students population, with consequent pressure and collapse of facilities, and of course mother tongue interference.

However, in the early 1950s, most Nigerian Secondary Schools were offering English Language as a core subject in one form or the other but the general trend was to offer the subjects up to the school certificate examination partly because of the inadequate teachers in the subject areas and mostly because of lack of resources needed to teach the subject up to school certificate level. The program of Art curriculum development which began in the 1960s and continued into the present decade has made available a wider range of resources, materials and techniques than at any time in the past. Many of the equipment developed for school Arts teachings are expensive and required regular and skilled maintenance for their working life to be maximized.

### *1.2 Statement of the Problem*

For many years, now there have been expressed concerns about the problems faced by most of the English teachers in Secondary schools. Such problems include insufficient training, inadequate facilities, poor teaching techniques, and in appropriate Language of communication. The path newspaper (2015) It has been observed that for many years Secondary student have massive failure in their English Language

examinations both terminal and senior Secondary Certificate Examination(SSCE), National Examination Councils (NECO).

English Language, like many other core subjects in Secondary schools, requires a lot of skills for teaching (English Language)ever since its introduction of the subject in the school curriculum. The major complain in teaching the English Language have always been associated with the competence of the teachers toward English Language. Among the noted teachers' competence are domination of the class by the teacher alone, in appropriate Language of communication, discouraging the students to ask questions, lateness, and abstinence of the teachers' from the lesson.

It is given this that the researchers are interested in findings out the effect of teachers competence on teaching and learning English language in secondary schools in Sokoto south local government, putting into consideration the effect of teachers' competence

### 1.3 General objective

The objective of the research is to find out the teachers competencies in the teaching and learning the English language on English language students in Sokoto south local government.

### 1.4 Research Objectives

The research will be guided by the following objectives:-

- i. Find out the teachers ability to use teaching methods in an English Language classroom in selected secondary schools in Sokoto south local government, Sokoto state, Nigeria.
- ii. To find out the teachers' abilities to use the various teaching aids in the classroom in selected secondary schools in Sokoto south local government, Sokoto state, Nigeria.
- iii. To find out whether teachers' effectively manage their classroom in selected secondary schools in Sokoto south local government, Sokoto state, Nigeria?

### 1.5 Research Question

- i. To what extent do the teachers use teaching method in English Language classroom in secondary schools in Sokoto south local government, Sokoto state, Nigeria?
- ii. How do the teachers use the various teaching aid in the classroom in selected secondary schools in Sokoto south local government, Sokoto state, Nigeria?
- iii. Do teachers effectively manage their classroom in teaching the English language in selected secondary schools in Sokoto south local government, Sokoto state, Nigeria?

## II. METHODOLOGY

### Research Design

The research will use cross-sectional design and employed both qualitative and quantitative research approaches for data collection, presentation and analysis. According to Amin (2005), a cross-sectional survey design is appreciated for collecting data about preferences, attitude, practices and concern of people from the sample of a population at a particular time. The results are then extrapolated to the entire population. The design was used by the research to gather data from a sample of teachers, principals, parents, and students.

Qualitative research approach will help the research to gain an insight and understand of the phenomenon through the intensive collection of narrative data. The research will apply it to obtain information about the nature of the effect of teachers' competencies on the teaching and learning the English language in some Secondary school in Sokoto states, Nigeria.

Qualitative research approach involved the collection of numerical data to explain, predict and control phenomenon of interest. The research will apply it to describe the current condition of teacher's competence in teaching and learning the English language in selected secondary schools in Sokoto south local government, Sokoto state, Nigeria.

### Population of the Study

The selection of the schools will be based on location, size of the classes, type and the nature of the school system, i.e, either day or boarding, mixed-sex or single. The schools will be selected as shown in the table below will represent the whole Secondary schools in Sokoto south local government. The research will involve schools as summarized in table 2.1 below.

TABLE 2.1 Secondary Schools In Sokoto South local government

S/N	SCHOOLS
1	Nagarta college, Sokoto
2	Sheik Abubakar Gummi Memorial Secondary School, Sokoto
3	Sokoto Science College, Sokoto
4	Government Secondary School, Gagi
5	Sultan Bello Secondary School, Sokoto
6	Government Girls secondary school Tudunwada
7	Abdulrashid Adisa Raji Special School, Sokoto
8	Sultan Abubakar College, Sokoto
9	Nana Girls Secondary School, Sokoto
10	Hafsat Ahmadu Model Arabic Secondary School, Sokoto
11	Government Secondary school Minanata
12	Government Secondary school Mabera
13	Sultan Attahiru Ahmadu Secondary School, Sokoto
14	Sultan Atiku Secondary School, Sokoto
15	Sultan Abubakar college, sokoto
16	Sokoto Teachers College, Sokoto
17	Government Girl's Science College, Sokoto

Source: Education Resource center, Sokoto State 2017

Ministry of Education Sokoto (2017), Arabic and Islamic Education board Sokoto (2017), Ministry of Science and Technology Sokoto (2017), the population of study will involve principals, Vice-principals, teachers, and students as indicated in table 2.2 below summarizes in a table.

Table 2.2 population of the study

Category	Population	Sample
HOD English	17	5
English Language teachers	34	30
Student leaders (Head prefects)	17	5
Students	6,016	270
<b>Total</b>	<b>6084</b>	<b>300</b>

Source: Researcher (2017)

### Data Analysis

The method to be adopted in this research will be based on the statistical table by distributing the respondents to their answers from surveyed for the purpose of the analysis simple statistical tools will be used in most cases, frequency in tabular form and percentage used.

Qualitative data from school administrators, teachers, parents, and students will be analyzed through content and narrative analysis. This will involve transcribing the recorded data. The authenticity of the information by respondents will be using information obtained from the information good from observation and documentary review sources.

The researcher will use statistics such as frequency, percentage to tabulate and analyze data collected from the field. Data was then presented in tables after analysing, interpreted and the discussed.

## III. DATA PRESENTATION ANALYSIS AND INTERPRETATION

### Introduction

This chapter presents data that was collected and analyzed. The presentation is based on three question focus on teacher's ability to use various teaching method, the teachers ability to use various teaching aids in the class rooms. The presentation is as below.

#### 3.1 Presentations of data according to the research question.

#### 3.2 Research Question One

3.3 To what extent do the teachers use teaching method in English Language classroom in secondary schools in Sokoto south local government, Sokoto state, Nigeria?

This research question was investigated by use of questionnaire distributed to 90 respondents 10 principals, 20 Vice Principals, 10 HOD, 40 English language teachers and ten Student leaders. The questionnaire was the main instrument of data collection. The questions were rated on five

scales of Strongly agree, Agree, Strongly disagree, Disagree and Undecided.

Interviewing provided supplementary information. They responded as indicated in table 3.1 below.

Table 3.1 Teachers ability to use teaching method

Statement	Percentage				
	1	2	3	4	5
1. The teachers teach English well.	8	14	42	31	2
2. The teachers demonstrate while teaching English.	13	15	47	21	4
3. The teacher of English encourages learners to ask questions.	13	15	47	21	4
4. Teacher's competence has a sufficient effect on student's achievement.	12	17	38	31	2
5. Teachers use audio-visual aids for teaching English.	13	17	47	21	2
6. In addition to explanations by teachers, there teaching English is focused on methods like a demonstration, practical reading, and dramatization.	11	13	42	34	0
7. Teachers do not see to understand the required methods of teaching English.	12	19	38	24	7
8. Discussion and demonstrations are used in the teaching of English.	11	14	40	35	0

Source: primary Data(2013)

The findings show that 28% of the respondents agree that teachers allow learners to ask the question while 68% of the respondent disagree that English language teachers in secondary schools in Sokoto south local government do not encourage the learners to asked questions while teaching and learning process in the class room.

However, the finding shows that teachers of English language teachers in secondary schools are not using demonstrate while teaching the English language because 28% of the respondents agreed on the issue 68% disagreed. Therefore showed that the teachers in the secondary school in Sokoto south local government did not rely on demonstration while teaching in the secondary schools in Sokoto south local government.

Moreover, the finding shows that 30% of the respondents disagree while 68% disagree, this shows that majority of teachers in secondary schools in Sokoto south local government do not audio-visual aids while teaching English language in the secondary schools.

In addition to that 76% of the respondents disagree on that the teachers in secondary schools are needs for practical, reading and dramatization while teaching the English language in secondary schools. The result shows that teachers in secondary schools in Sokoto south local government are not using some skills in the teaching and learning process.

According to Sanders (2012), and Federal Ministry of Education (2012), the use of methods makes it easy and joyful for learners learning a new Language. The use of methods such as play imitating, chanting, singing, dancing, modeling,

dramatizing, watching projected pictures, visiting, matching, arranging and going on excursion could be integrated into the teaching of English language and thus making it easy for learners to enjoy lessons.

Furthermore, discussion and demonstration method seemed toused in the teaching of English in few schools. This result showed by (25%) of the respondents who agreed while (75%) disagreed with their use. Therefore the research showed that teachers did not fully use discussion and demonstration methods while teaching the English language in some schools in Sokoto south local government. It was only used by a few teachers in some schools. There was, therefore, need to sensitize all teachers to make their teaching interesting.

The research finds that teachers seemed not to understand the methodology of teaching the English language. Respondent was asked whether teachers understood the use of the required methods of teaching English. The finding showed (31%) disagreed and (62%) agreeing, judging from the findings, it showed that most of the teachers lacked the concept of methodology and this probably was the cause of students poor performance in the English language.

*Research Question Two*

*3.4 How do the teachers use the various teaching aid in the classroom in selected secondary schools in Sokoto south local government, Sokoto state, Nigeria.*

This research question was investigated by use of questionnaire distributed to 90 respondents 10 principals, 20 Vice Principals, 10 HOD, 40 English language teachers and ten Student leaders. The questionnaire was the main instrument of data collection. The questions were rated on five scales of Strongly agree, Agree, Strongly disagree, Disagree and Undecided. Interviewing provided supplementary information. They responded as indicated in table 3.2 below.

Table 3.2 The teacher’s ability to use the various teaching aids in the classroom.

Statement	Percentage				
	1	2	3	4	5
1. Teachers make use of instructional materials during English lesson.	13	20	44	16	7
2. The teacher of English relies only on charts drawn and demonstration during English lesson.	8	11	41	27	13
3. We normally use the extract from passages or poems from learning the English language.	19	31	35	11	4
4. There are enough illustrated texts for teaching English in the schools.	36	32	22	10	0
5. The school lacks the required materials such as textbook and teaching aids to facilitate the teaching of English language.	33	23	19	19	6
6. The teaching of English is focused on various teaching aids.	8	11	41	27	13
7. Teachers display mastery of English language and learners enjoy learning in the class.	11	13	42	34	0

8. The teacher lack instructional materials language for teaching English.	13	20	44	16	7
9. The schools do not have enough textbooks and teaching materials language.	33	23	19	19	6
10. The teachers are incompetent and need of training language.	13	17	47	21	2
11. There are insufficient materials to materials to make teachers English effectively.	12	19	38	24	7

Source: primary Data (2013)

The findings shows that 60% of the respondents disagreed that were not enough instructional materials in most of the secondary schools in Sokoto south local government. This made the English language teachers teach effectively in the teaching and learning process in the secondary schools in Sokoto south local government. According to Ibeneme (2011), instructional materials are those materials that are used in the classroom or workshops for instructing or demonstration by student and teachers. This shows that teachers are supposed to use instructional materials while teaching English in the schools. However, given that they were insufficient in schools, it implied that the teachers were not effectively utilizing them, hence probably the cause of the incompetence.

Similarly the findings indicate that 68% of the respondents disagree that teachers in secondary schools were not using instructional materials aids while teaching the English language in the classes. Therefore teachers in secondary schools are not using instructional materials while teaching the English language in the schools.

However, 68% of the respondent disagreed that many teachers in secondary did not use a chart for the demonstration in the teaching and learning process in the schools. While 19% agrees on the issued. This shows that English language teachers in secondary schools are spouse to use charts for a demonstration in the teaching and learning process.

The findings showed that 50% of the English language teachers are using an extract from the passage while teaching English language in secondary schools. Therefore the teachers in secondary schools are making an effort to use a passage from the poem in the teaching and learning process.

Once again the findings indicate that 68% of the respondent agreed that the English language had illustrated text books for teaching and learning the English language in secondary schools. While 32% of the respondent disagreed on the issue. The findings indicate that teachers have problems of competencies while teaching the English language.

The finding indicates that 56% agreed on that there are required materials were viewed as textbooks in secondary schools and 38% of the respondent disagreed on the issue. Therefore the ministry of education spouse to provide enough textbooks in some schools in Sokoto south local government.

According to Ibeneme (2011), though the Federal and State Government in Nigeria is aware of the importance of

instructional materials in teaching, they cannot do much because of the high foreign exchange rate and poorly monitored economy in the country. Chute (2011) also observed that it is hard to get teaching aids because the foreign exchange rate has made the cost of the materials unaffordable. For instance, a Dollar to a Naira has risen alarmingly from less than #160 to almost #220. This has made it difficult for the teachers of English language to use teaching aids during the English lesson in secondary schools in Sokoto state. It is therefore imperative and necessary to look for other means of providing the needed teaching aids. This is, therefore, importance for the government to find ways of providing teaching aids for teachers of English language in secondary schools in Sokoto state.

### Research Question Three

#### 3.5 Do teachers effectively manage their classroom in teaching the English language in selected secondary schools in Sokoto south local government, Sokoto state, Nigeria?

This research question was investigated by use of questionnaire distributed to 90 respondents 10 principals, 20 Vice Principals, 10 HOD, 40 English language teachers and ten Student leaders. The questionnaire was the main instrument of data collection. The questions were rated on five scales of Strongly agree, Agree, Strongly disagree, Disagree and Undecided. Interviewing provided supplementary information. They responded as indicated in table 3.3 below.

Table 3.3 Teachers effective management of the classroom.

Statement	percentage				
	1	2	3	4	5
1. The learners are very poor, and they make the teaching difficult language.	12	19	46	23	0
2. The school administrators do not attend to areas where teachers need assistance for better teaching and improved performance in English language.	23	29	21	22	5
3. The children are student undisciplined during the English language lesson.	14	19	34	24	9

Source: primary Data(2017)

The researchers finds that learners were not have very poor and they did not the teaching of English language difficult. According to the responses (69%) disagreed on the issue, there being an interference to the teaching process. The findings revealed that many of the learners were an integral part of the teaching process. Thus the teachers' role was to help them learn. Although (31%) seemed to blame the teachers' difficulty in teaching the learners, it was not enough to make the teaching process faulty.

The findings indicate that 52% of the respondents agreed on the issued while 42% disagreed on that school administer needs to improve the discipline of students in secondary schools in Sokoto south local government to improve teaching and learning the English language in secondary schools.

However, this shows that 58% of the respondents disagreed that there are no factors of indiscipline in secondary schools in Sokoto south local government and 32% agreed on the issue. The research shows that there is indiscipline in some secondary schools in Sokoto south local government.

According to Okoro and Haruna (2006), classroom management is the prerequisite to effective learning as no meaningful learning can take place in a chaotic and rowdy classroom management. In this situation, the teacher cannot easily monitor and identify problem behavior from student since many easily hide in the midst of another student. Therefore this implies that teachers in Sokoto state ought to manage their classroom effectively.

## IV. CONCLUSIONS

The research has come up with the following conclusions based on the findings of the research. The conclusions are drawn basing on the objectives of the study .The researchers conclude as follows;

1. The research concludes that the teachers of English In secondary schools in Sokoto south local government do not use all the required teaching methods because of lack of the necessary teaching materials in schools
2. The research concludes that the teachers of English language in secondary schools in Sokoto south local government are spouse to use various teaching aids like charts,
3. The research concludes that the school administrators and English language teachers should encourage effective class room management in secondary schools in Sokoto south local government for the effective teaching and learning process.

## V. RECOMMENDATIONS

Given the above conclusions, the research has come up with the following recommendations;

1. There is the need for concerning to this research question; the research recommended that the teachers of English In secondary schools in Sokoto south local government do not use all the required teaching methods in teaching and learning of English language in secondary schools in Sokoto south local government.
2. There is a need for with reference in this research to the to recommended the state Ministry of Education and school administrator for providing teaching aids to enhance teaching and learning process in some secondary schools in Sokoto south local government.
3. There is a need that teachers and school administrators to infect discipline to the student so that to improve the standard of class room management in secondary schools in Sokoto south local government.

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