

**STUDENTS' PERCEPTION OF THEIR COMPETENCE AND TEACHERS'
TEACHING METHOD OF ENGLISH LANGUAGE IN SOME SELECTED STATES IN
NIGERIA**

Onotere A. Christiana Ph.D

Department of English Language, Delta State College of Education, Mosogar,
P.M.B, 4088, Sapele

Isama Evelyn Nkechi

Department of English Language, Delta State College of Education, Mosogar,
P.M.B, 4088, Sapele

Okpan Ochuko Philomina

Department of English Language, Delta State College of Education, Mosogar,
P.M.B, 4088, Sapele

Agbaghe Evelyn Uruemuesiri

Department of English Language, Delta State College of Education, Mosogar,
P.M.B, 4088, Sapele

ABSTRACT: *Teaching and learning objectives are targeted at producing students who are proficient in the use of the four language skills in English. Students' perception of their learning competence and their teachers' teaching methods is necessary feedback for the efficiency of the teaching and learning process. However, some teachers prefer to hold on to their old methods of teaching, while some students display negative attitude towards learning which adversely affect academic achievement. This study therefore, set out to examine students' perception of their competence and their teachers' teaching methods. Three research questions and two hypotheses were used, some of which include: What are students' perception as regards their competence in the four language skills? What are students' perception as regards the teaching methods used by their English teachers? Using simple random sampling techniques, a sample of eighty (80) pupils and eighty (80) students from primary and secondary schools from six (6) public schools (one from each of the six (6) states in Niger-Delta region in Nigeria) was used. A 48 – item questionnaire called Students' Perception Instrument (SPI) was used to obtain data for the study. Factor analysis was used to determine the content and construct validity and reliability of the instrument. Data were analysed using statistical package for social science (SPSS) version 25. Descriptive statistics and regression analysis was used to answer the research questions. The result indicates that teachers make effort to represent the four language skills in teaching of English in class; Use of appropriate teaching methods aids students' understanding. The study recommends that teachers should consider their class size, subject matter, students' level and employ the appropriate method for the optimum benefits of their students.*

KEYWORDS: students' perception, competence, teaching method, English language

INTRODUCTION

In Nigeria, since English is learnt as a second language after acquiring their indigenous languages, the learners encounter difficulties in learning the structures and rudiments of English Language. The learners are faced with challenges emotionally, morally and psychologically in the process of trying to adapt to the new language. Most students are anxious and afraid of learning English language at school, especially grammar and oral English. They are afraid of making errors in speaking, reading and writing the language, because the structures of English language are different from the structures of their first language or mother tongue. As such, in learning the English language, the knowledge of their first language interferes with the learning of the second language which in turn affects their academic performance.

There have been complaints from educationist and parents on the general academic poor performance of students which is evident in the results of their external examination, especially in English language and Mathematics. In affirmation, Barasa (2005) observes that lecturers in higher institutions have expressed their concern about admitting students with poor performance in reading, writing, speaking and listening. This fallen standard in the academic performance of students has raised concern to teachers and curriculum developers, because of the crucial role English language plays in the education sector as a compulsory subject and a medium of instruction in the classroom. Hence, lack of proficiency in English language hinders students from acquiring basic knowledge of other subjects not only English language. This lack of proficiency in students can be traced to various factors, such as unserious attitude of students, non-availability of instructional materials, lack of qualified teachers and inappropriate teaching methods of teachers. Iran-Nejad, Keachie & Berliner (1990) observe that teachers' teaching method is crucial to the successful teaching and learning process, since it influences students' learning. There are different types of teaching methods available to teachers, for effective teaching and learning in class. The appropriate teaching methods should put into consideration the class size, subject matter and students' level. Teachers are therefore, expected to consider and employ the appropriate methods for the total delivery of their lessons in class, for the optimum benefit of the students and achievement of the teaching objectives.

However, it is worrisome to note that in the face of new innovative approaches in teaching, there still exist teachers who prefer old methods to modern methods that can improve the quality of their teaching. This pitfall, in the teaching profession, is evident in the quality of knowledge acquired by the students. Armstrong (2012:4) affirms that traditional approaches ignores students' responsibility in the classroom, thus, students assume a receptive role in their education. To enhance the teaching and learning process for better student performance, traditional educational approach should be adequately integrated with available teaching resources. Teachers should supplement their teaching by means of illustrations, charts, flash cards, picture talks, demonstration and student response – system (Stephenson & Cortinhes, 2013). In line with this assertion, Henard and Roseveare (2012:2) employ teachers to empower their students through active participation, rather than making them receptive in class.

Statement of Problem

It has become an issue of concern to note that even with new innovative approaches in teaching, there are still teachers who stick to old methods of teaching instead of adopting modern methods that can improve the quality of their teaching. This challenge poses a pitfall in the effectiveness of the teaching and learning process. Apart from the role of teachers in the teaching and learning process, students are expected to assume some levels of responsibility in their academic achievement. The fear students have in learning English language, which is as a result of the difference in the structure of English language and their native language is one of the major problems to their educational performance. Also, the negative attitude of students towards learning adversely affects their academic performance. Therefore, this research set out to find how students perceive their learning competence in learning English language, the strength and weakness of teachers' teaching methods, and availability of infrastructures for the effective teaching and learning of English language.

Objectives of the Study

One of the focus of educational goals is to achieve successful implementation of the teaching and learning objectives in the classroom. These teaching and learning objectives are targeted at producing students who can listen, speak, read and write proficiently in English Language. This study set out to examine how students perceive the teaching methods employed by teachers, teachers' disposition in class and ability to motivate their students into active participation in class activities. Also, the study aims at evaluating students' perception as regards their competence in the four language skills in English and adequate availability of infrastructure in their schools. This study is built on the following specific goals:

1. To find out students' perception of their competence in the four language skills in English.
2. To find out students' perception of the teaching methods employed by their English teachers.
3. To find out the perception of students on the adequate availability of infrastructure in their schools.

Research Questions

In line with the above objectives, the following research questions will guide this research:

1. What are students' perception as regards their competence in the four language skills in English Language curriculum implementation?
2. What are students' perception as regards the teaching method used by their English teachers?
3. What are students' perception on the adequate availability of infrastructure in their schools that could aid the teaching and learning of English language?

Hypotheses

1. The availability of infrastructure does not significantly predict students' competence in the four language skills in English language in South-South States of Nigeria.

2. Students' perception of the teaching method of their teachers is not a significant predictor of competence in the four skills in English Language.

Theoretical Framework

Cognitive learning theory, which was propounded by Jean Piaget in 1936 is concerned with how the human mind works while people learn (McLead, 2018). It focuses on how information is processed by the brain and how learning takes place through internal processing of information. It is based on the notion that people mentally process the information they receive instead of responding to the stimulus from their environment. According to McLead (2018), Piaget believes that knowledge is something that is actively constructed by learners based on their existing cognitive structure. In essence, learners learn effectively when they are able to connect the new knowledge they receive in class to their previous knowledge.

Carl Rogers and others propounded the theory of facilitative learning. Davis and Francis (2019) affirm that the basic introduction to this theory is that learning takes place when the teacher acts as a facilitator; that is, he establishes an atmosphere that is comfortable for learners to consider new knowledge and are not affected by external factors. Furthermore, the propounders of this theory posit that human beings must be eager to learn; they must be curious to learn and they must be flexible and ready to learn. Also, they identified the following as some of the characteristics of facilitative teachers; they are affectionate, that is they listen to their learners, especially to their feelings; they are attentive to their relationship with learners in the classroom; and they are open-minded and apt to accept feedback, whether positive or negative and to use it as a reflective and constructive insight for themselves and their behaviours. Teachers may agree that learning will be most effective when strategies are designed to suit learners needs. In line with this assertion, the main goal of the teacher is to determine the specific need of the learners and then design instructions and strategies to accommodate their needs. In addition, Davis and Francis (2019) pointed out some of the characteristics expected of learners: the learners should be courageous and responsible for their own learning, they must be involved in providing information for the learning through their perception and prior knowledge and they should be encouraged to evaluate themselves before their teachers and be aware of what learning entails, in order to focus on the factors that may contribute to achieving important result.

LITERATURE REVIEW

Curriculum goals are meant to provide students with desired knowledge and skills. However, Feldman (2010) advances that the attitude the learner has towards learning determines the quality of knowledge and skills he acquires at school. According to him, the speed at which a learner can learn a subject depends to a large extent on his attitude towards the subject of study. The attitude of the learner towards the subject determines his perception not only towards the subject, but also towards the teacher of the subject. Furthermore, Feldman (2010) observes that a positive attitude towards any subject significantly enhances the development of students' knowledge in that subject. In line with his view, learning is seen as an important activity in which the personal dedication of the learner becomes swirled with the learner's attitude and what is to be learnt. In addition, good

learning attitude is of great benefit to the student, because it builds confidence in him to enable him respond positively to challenges in the classroom, and as well as promote the understanding of lessons taught in class.

The successful achievement of educational goals, not only demands commitment from the students, but also needs dedication and efficiency of the facilitators who are the teachers. Huang (2010) asserts that for teachers, especially English language teachers to be successful, they need to motivate their students to learn English language by creating interesting lessons, since motivation has indisputable influence on students' academic performance. In agreement with this view, Lifrieri (2005) opines that motivation is a crucial factor to students' success in learning.

Generally speaking, the English Language teacher can make the teaching interesting, when he understands English Language correctly and speaks it fluently. In essence, he has to be proficient in English language, so as to be able to use English to teach the materials such as text books, communicate with the students, give instruction and corrections to learners. Furthermore, Huang (2010) posits that apart from being proficient in English language and using appropriate methods to teach, teachers are expected to bring to fore their attitude and personality into their teaching and achieve effective teaching through interaction in the classroom, consistency, being available for students and a dependable source of information when needed.

In same vein, Abiola (2013) observes that there is an obvious relationship between a teacher's method of teaching and students' attitude to the teaching and learning of English language. This means that the performance expected of students in English language is based on teacher's methods of teaching the subject and students' attitude.

Teacher's personality is also known as personal competence of teachers in the educational sphere. It is concern with the ability of teachers to maintain good conduct and behaviour. Khan, Khan, Khan, and Khan (2016) opine that the personality of teachers greatly contribute to the academic performance of students. Furthermore, they noted that effectiveness of teachers depends on six components, which includes; appreciating and encouraging students, respect for students personality and equality, social interaction, professional enthusiasm and motivation, occupational or professional attitudes, and reflective interaction. In addition, teachers can improve their competencies when they properly plan for teaching, maintain classroom environment and maintain good personality (Wilson, 2011). In support of this assertion, Kheruniah (2013) affirms that the good personality of teachers aid in improving and promoting students' academic performance.

There have been advocacies for students' centered class to promote effective teaching and learning in classroom. Eken (2000) states that in a student centered class, teachers are more of facilitators, while students are more involved in discussion. With this method, students become active, and this promotes more participation of students in classroom activities. The 21st century teacher is expected to prepare his students for higher thinking and performance skills that can best enhance learning activities in the classroom. Hammond (2006) opines that there are certain competences a teacher in the modern classroom needs to possess; some of these competences are professional

practice, leadership and management, and personal effectiveness. A knowledgeable teacher encourages learning at all times, because he believes all students have the ability to learn. He tries to win the minds of the students by paying good attention to their needs and motivate them to learn. The teacher recognizes the importance of developing and working with others, such as parents and colleagues, for an effective classroom teaching.

METHODOLOGY

Design

This work adopted a survey research design that involved the use of a questionnaire.

Population

The population for this study consisted of all Primary six and all Junior Secondary School students, in all primary and secondary schools in South-South geopolitical zone in Nigeria.

Sample and Sampling technique

From the above population, a sample of eighty (80) pupils from Primary six and eighty (80) students from Junior Secondary School III, from each of the six (6) states in South-South was drawn. They were selected randomly using simple random sampling technique.

Instrument

The instrument used for this study comprises four (4) sections. Section: A addresses the students' competence in the four skills of English language curriculum, section B is on the availability of infrastructure and equipment for effective teaching of English language, section C is on students' perception on teaching methods used by their English teachers and section D is on students' perception of the nature of classroom as it promotes the implementation of English language curriculum.

Validity and Reliability of Research Instrument

Factor analysis was used to determine the content and construct validity of the instrument, for the objective of English Language Curriculum scale, all items were retained. The scale produced a construct validity of 75.33% and a content validity range of 0.53 to 0.87. All items in the availability of infrastructure and equipment scale were retained; it had a construct validity of 73.03% and a content validity of 0.51 to 0.85. All items in students' perception of teachers' teaching method scale were also retained; the scale yielded a construct validity of 67.22% and a content validity range of 0.54 to 0.83. The construct validity of the nature of classroom assessment scale is 62.35 and the content validity ranges from 0.53 to 0.91.

For the scales in the students' questionnaire used for this study, the objective of English language curriculum scale had a reliability index of 70.3%, the availability of infrastructure and equipment scale reliability had an index of 70.00 %. The students' perception of teaching method scale had a reliability index of 0.924, and the nature of classroom assessment scale is 0.785.

METHOD OF DATA COLLECTION

Copies of the research instruments were administered to a total of 936 students in the South –South zone of Nigeria. The instruments were administered by the researchers in each of the locations sampled. After administering the instruments to the teachers and students, copies were retrieved from them and then collated for data analysis.

Method of Data Analysis

The data collated were analyzed using Statistical Package for Social Science (SPSS) version 25. Descriptive Statistics and regression analysis was used to answer the research questions.

Return Rate

A total of 960 questionnaires were distributed to students in the South-South States of Nigeria. 936 of the questionnaires were returned. The return rate therefore was calculated as follow

$$\frac{\text{total retrieved}}{\text{Total distributed}} \times 100$$
$$\frac{936}{960} \times 100$$
$$0.975 \times 100$$
$$97.50\%$$

The return rate of the research instrument (questionnaire) is 97.50%.

RESULTS

Research Question 1

What are students' perceptions as regards their competence in the four skills in English Language curriculum implementation?

To answer the research question, a descriptive statistics using mean and standard deviation was carried out. The benchmark of 2.50 was used to determine their competence in the four skills of English language. The result is presented in Table 1

Table 1: Descriptive Statistics of Students' Perception of their Competence in the Four Skills in English Language

Skills	Students' Perception	Mean	SD	Mean Competence
Listening	My mind is attentive to the teacher when he is teaching.	3.64	0.56	3.10±0.49
	There are physical distractions in the classroom that could hinder me from listening to my teacher.	2.86	1.13	
	The difficult words the teacher uses hinders me from listening to my teacher.	2.71	1.17	
	My teacher is audible enough for me to hear his teaching.	3.29	0.90	
	Noise in the school environment hinders me from listening to my teacher.	2.98	1.13	
Speaking	My teacher drills me on new words weekly.	3.42	0.85	3.18±0.49
	I can pronounce words the exact same way the teacher pronounces them.	3.12	0.95	
	My teacher organizes debate in my class regularly.	3.07	1.03	
	My teacher gives us exercises on spoken composition in my class.	3.28	0.90	
	My teacher sometimes involves us in playlet in the classroom.	3.00	1.05	
	My teacher prohibits the use of vernacular in the classroom.	3.20	1.03	
Reading	I always understand passages given to me to read in class.	2.94	1.07	3.04±0.60
	We are made to read novels and plays every term.	2.77	1.17	
	We read comprehension passages from our English textbooks regularly in class.	3.47	0.82	
	My teacher assigns parts of the novel to individual student to read in class.	3.01	1.11	
Writing	I can copy clearly whatever is written on the board.	3.42	0.85	3.19±0.58
	My teacher gives us writing exercises every week.	3.11	0.94	
	My teacher gives us dictation exercises regularly.	2.86	1.06	
	My teacher corrects our writing errors in class.	3.39	0.84	
Mean Student Competence Score		3.13	0.32	

N = 936

Table 1 shows that for listening skills, students were of the opinion that they are attentive to the teacher when he/she is teaching (3.64). They were also of the perception that there are physical distractions in the classroom that could hinder them from listening to their teacher (2.86). Also, the difficult words the teacher uses hinder them from listening to their teacher (2.71), as well as noise in the school environment which acts as an hindrance to listening (2.98), although they were of the view that their teacher is audible enough for them to hear his teaching (3.29). The mean

listening skill of students is 3.10 indicating that though they may be distracted, they still listen in class.

As regards speaking skills, the students were of the perception that their teacher drills them on new words weekly (3.42), organizes debates in class regularly (3.07), gives exercise on spoken composition (3.28), involves them in playlet in the class (3.00), and also prohibits them from speaking vernacular (3.20). The students were also of the opinion that they strive to pronounce words the exact same way the teacher pronounces them (3.12). The mean score of speaking as regards one of the four skills to learn in English language curriculum is 3.18; this is an indication that speaking skill is implemented in schools.

For the implementation of reading skill in English language in schools, students were of the opinion that they strive to understand the passages given to them to read in class (2.94), they also read novels and plays every term (2.77), read comprehension passages from English textbooks regularly (3.47) and parts of the novels are assign to individual students to read in class (3.01). Their reading skills mean score is 3.04.

For writing skill, their perception on copying clearly whatever is written on the board is 3.42. They were of the perception that the teacher gives them writing exercises (3.11), dictation exercises regularly (2.86) and corrects writing errors in class (3.39). Their mean competence in writing skill is 3.19.

Table 1 shows that from the students' perception on their competence in the four language skills, they are more competent in writing, then speaking, listening and least competent in reading.

Research Question 2

What are the perceptions of students as regards the teaching methods used by their English teachers?

Table 2: Descriptive Statistics of Students' Perception of Teachers' Teaching Methods

	Teaching Methods	Mean	SD
1	My teacher explains clearly when teaching in class.	3.65	0.64
2	My teacher asks questions when teaching in class.	3.04	1.18
3	My teacher controls the class effectively when teaching.	3.56	0.79
4	My teacher attends to our questions in class.	3.64	0.66
5	My teacher corrects our errors in class.	3.56	0.76
6	My teacher uses instructional materials to teach us in class.	3.19	1.07
7	Long teaching makes me tired in class.	3.25	0.98
8	I cannot understand difficult words in class.	2.77	1.15
9	My teacher's fast speech hinders me from understanding in class.	2.60	1.18
10	My teacher's behaviour hinders me from understanding in class.	2.59	1.21
11	My teacher gives us opportunity to ask questions while teaching.	2.94	1.22
Mean Perception on Teaching Method		3.16	0.35

Using a mean score of 2.50 to determine students' perception regarding the teaching method their English teacher uses in teaching English language, Table 2 shows that the students were of the perception that their teacher explains clearly when teaching (3.65), asks them questions in class (3.04), attends to their own questions (3.64), corrects their errors in class (3.56) and controls the class effectively when teaching (3.56). They were also of the perception that their teacher uses instructional materials in class to teach (3.19), and gives them opportunity to ask questions while teaching (2.94).

The students were also of the perception that long teaching makes them tired (3.25), and they do not understand difficult words in class (2.77). Teachers' fast speech (2.60) and behavior (2.59) also hinders them from understanding in class. The mean perception score for teachers' methods of teaching in class is 3.16.

Research Question 3

What are the perceptions of students on the adequate availability of infrastructure in their schools that could aid the teaching and learning of English?

Table 3: Descriptive Statistics on Students' Perception on the Availability of adequate infrastructure and equipment.

	Availability of Adequate Infrastructure	Mean	Std. Deviation
	My classroom is spacious enough for the students to learn.	3.4605	.84432
	There are enough chairs and tables in my classroom for comfortable learning.	2.7137	1.21015
	There is a good writing board in my classroom.	2.6368	1.25408
	The fans in my classroom are in working condition.	2.7126	1.24861
	The windows in my classroom give good ventilation.	3.5085	.86891
	There is security post and a gatekeeper in my school.	2.7660	1.20150
	My classroom roof leaks whenever it is raining.	2.8109	1.17711
	My school has a good rest room (Toilet) for teachers and students.	2.7917	1.23079
	There is regular power supply in my school.	2.2350	1.19549
	There is portable water supply in my school.	2.7393	1.23513
	My teacher uses tape recorder to teach sounds in English Language.	2.2233	1.22030
	Textbooks are made available by my parents for learning.	2.6795	1.20331
	My parents provide writing materials (exercise book and biro) for effective learning.	2.9348	1.21972
	My teachers uses instructional materials in class for effective teaching and learning.	2.5096	1.21924
	Our classroom has a mini-library.	1.9808	1.23395
	Our classroom always has a dictionary to assist us with new word.	2.4989	1.25728
	My classroom has entrance and exit doors.	2.7575	1.11573
	My teacher makes sure my class is neat all the time.	3.5598	.80284

Using a bench mark of 2.50 to determine if an infrastructure or equipment is adequately available to aid the implementation of English language curriculum, Table 3 shows that there are adequate spacious classrooms for the students to learn (3.46), there are enough chairs in their classrooms

(2.71), they have good writing board (2.64), fans in good working condition (2.71), and the windows are large enough for good ventilation (3.50). The schools have security posts and a gatekeeper (2.79), the school have good rest rooms for teachers and students (2.79), portable water supply (2.74), has dictionary to assist them with new words (2.50). Textbooks (2.68) and writing materials (2.94) are made available for students by their parents. While the teachers barely uses instructional material to teach (2.50), they also make sure that the classroom is neat at all time (3.56), and the classroom has entrance and exit doors (2.76).

The students were of the perception that their classroom roof leaks whenever it is raining (2.81). They were of the perception that their power supply is not regular (2.24), and the classrooms does not have mini library (1.98).

Hypothesis One

The availability of infrastructure does not significantly predict students' competence in the four language skills in English language in South-South States of Nigeria.

Using Regression analysis, hypothesis one was tested. The result is presented in Table 4 and it shows that the availability of infrastructure in a school is not a significant predictor of student competence in listening skill ($R = 0.030$, $F(1, 934) = 0.833$, $p > 0.05$), but is a significant predictor of speaking ($R = 0.192$, $F(1, 934) = 35.868$, $p < 0.05$), reading ($R = 0.133$, $F(1, 934) = 16.931$, $p < 0.05$), and writing ($R = 0.244$, $F(1, 934) = 49.475$, $p < 0.05$).

The adjusted R^2 value shows that the availability of infrastructure and equipment influences speaking (0.036) by 3.6%, reading (0.017) by 1.7% and writing (0.049) by 4.9%. The B values is an indicator that for every one unit increase in school's infrastructure, there will be a corresponding 0.197 unit increase in students competence in speaking, 0.186 unit increase in reading and 0.274 unit increase in writing.

In all, the Table 4 shows that the availability of infrastructure and equipment in schools significantly predicts students' competence in the four skills in English Language curriculum.

Table 4: Regression between Availability of Infrastructure and Competence in Four Skills in English Language Curriculum

skills	Source	SS	Df	MS	F	R	Adjusted R ²	Std. error	B	P
Listening	Regression	0.200	1	0.200	.833	0.030	0.00	0.49	0.031	0.362
	Residual	223.940	934	0.240						
	Total	224.139	935							
Speaking	Regression	8.298	1	8.298	35.868	0.192	0.036	0.48	0.197	0.000
	Residual	216.068	934	0.231						
	Total	224.366	935							
Reading	Regression	6.007	1	6.007	16.931	0.133	0.017	0.059	0.168	0.000
	Residual	331.392	934	0.355						
	Total	337.400	935							
Writing	Regression	15.998	1	15.998	49.475	0.224	0.049	0.569	0.274	0.000
	Residual	302.022	934	0.323						
	Total	318.021	935							
Competence Score	Regression	5.690	1	5.690	60.568	0.247	0.060	0.31	0.163	0.000
	Residual	87.738	934	0.094						
	Total	93.428	935							

Hypothesis Two

Students' perception of the teaching method of their teacher is not a significant predictor of competence in the four skills of English Language.

To test this hypothesis, a regression analysis was conducted the result is presented in Table 5, it shows that teachers teaching methods in a school is a significant predictor of students' competence in listening skill ($R = 0.085$, $F(1, 934) = 6.854$, $\rho < 0.05$), reading ($R = 0.150$, $F(1, 934) = 21.497$, $\rho < 0.05$), and writing ($R = 0.158$, $F(1, 934) = 24.033$, $\rho < 0.05$), but not a significant predictor of speaking ($R = 0.049$, $F(1, 934) = 2.209$, $\rho > 0.05$)

The adjusted R^2 value shows that the teachers teaching method influences listening (0.006) by 0.6%, reading (0.021) by 2.1% and writing (0.024) by 2.4%. The B values is an indicator that for every one unit increase in school's infrastructure, there will be a corresponding 0.602 unit increase in students' competence in listening skill, 0.1.04 unit increase in reading and 1.06 unit increase in writing.

In all, the Table 5 shows that the teachers teaching methods in schools significantly predicts students' competence in the four skills in English Language curriculum

Table 5: Regression between Teaching style and Students Competence in Four skills of English Language

Skills	Source	SS	Df	MS	F	R	Adjusted R ²	Std. error	B	P
Listening	Regression	40.820	1	40.820	6.854	0.085	0.006	2.44	0.602	0.009
	Residual	5562.663	934	5.956						
	Total	5603.483	935							
Speaking	Regression	Regression	19.055	1	2.209	0.049	0.001	2.94	0.411	0.138
	Residual	Residual	8058.108	934						
	Total	Total	8077.162	935						
Reading	Regression	121.453	1	121.453	21.497	0.150	0.021	2.38	1.04	0.000
	Residual	5276.940	934	5.650						
	Total	5398.393	935							
Writing	Regression	127.644	1	127.644	24.033	0.158	0.024	2.31	1.06	0.000
	Residual	4960.688	934	5.311						
	Total	5088.332	935							

DISCUSSION AND FINDINGS

Research Questions

Students' perceptions as regards their competence in the four language skills in English language curriculum implementation.

The findings show that for listening skills, students were of the opinion that though, there are physical distractions and noise in the school environment, but they strive to listen attentively to their teachers in class. Also, as regards speaking, reading and writing skills, students perceived that the skills are well taught by the teachers.

In line with this finding, Sadiku (2015) asserts that competency in the four skills gives learners support, evidence of their own ability and confidence in their academic achievement. From the foregoing, it can be said that the teachers make efforts to see that the four language skills are represented in their lessons in class.

It can be deduced from the findings that the use of appropriate teaching methods aids understanding of English lessons in class.

The perceptions of students as regards the learning methods of their English teachers.

The findings show that students perceive that the difficult words used by the teachers, their fast speech and disposition hinder them from understanding the lessons in class. Notwithstanding, the teachers' methods of explaining clearly, asking questions to students, answering students' questions, correcting their errors and using of instructional materials enhance their learning and

understanding in class. In line with this, Iran and Nejad, Keachie & Berliner (1990) affirm that teacher's teaching method plays a crucial role in the teaching and learning process, hence teachers are expected to consider and use the appropriate methods that best suit their students' learning.

The perception of students as regards adequate availability of infrastructure in their schools that could aid the implementation of English Language Curriculum.

The findings show that the students are of the opinion that the classroom roofs are deteriorating, the water and power supply are not regular and the classrooms lack mini-libraries. Also, some schools lack good classrooms, writing boards, fans, tables and chairs. In line with this finding, Lawson, Oluwakemi and Tari (2011) advance that achievement of educational goals depends on the quality of infrastructure available in school. Availability of infrastructure improves the attendance and interest of students and teachers in learning. Furthermore, it helps students to have access to school system and aids their performance. It can be inferred from the finding that non-availability of good infrastructure in school adversely affects effective teaching and learning.

IMPLICATION AND CONCLUSION

In order to achieve educational goals, the commitment and efficiency of students and their facilitators are of utmost importance. Unfortunately, in the face of new innovative approaches in teaching, there are teachers who prefer to hold on to their old methods of teaching which ignores students' responsibility in the classroom, thus students assume a receptive role in their education. This challenge poses a setback in the efficiency of the teaching and learning process.

More so, negative attitudes of many students such as fear, anxiety, unseriousness and lack of commitment to their academic endeavour adversely affect their perception towards the subjects in class, their teachers and their ability to learn.

It is therefore suggested that the teachers, who are also facilitators, are to consider their class size, subject matter and students' level and employ the appropriate teaching methods for the optimum benefits of their students.

Also, teachers are expected to maintain good personality and motivate their students to actively participate in class activities.

Furthermore, it is suggested that students develop positive attitude and commitment towards learning and be willing to participate in class activities for the enhancement of their academic performance.

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