TEACHERS-STUDENTS CLASSROOM INTERACTION AS CORRELATES OF ACADEMIC PERFORMANCE OF STUDENTS IN ENGLISH LANGUAGE IN OYO TOWN, OYO STATE, NIGERIA

By

YEKINNI Lukuman Oyewole

Department of Educational Psychology

Federal College of Education (Special), Oyo

+2348032262650

yekingwole09@gmail.com

&

AKINYELE Tolulope Victor

Federal College of Education (Special), Oyo

+2348065845108

Vatedu009@gmail.com

Abstract

Teachers-students classroom interaction could best describe cordial academic relationships and as such, are fundamental to the length at which students perform academically. English language on the other hand is a core subject in every level of education; investigating classroom teaching through teacher-students interaction cannot be underestimated. There is no gain saying that researchers have done well to investigate interactions pattern between teachers and students in classroom work, however, not much have been investigated about English language especially in the senior secondary schools. This study therefore was conducted using a multi stage sampling technique to select twenty five (25) English teachers and two hundred and fifty (250) students from the four (4) Local Governments in Oyo Town, Oyo State, Nigeria. The instruments used for the research consisted of two instruments, namely; English Language Performance Test with coefficient of $kr_20 = 0.72$. and Flanders Interaction Analysis Categories with coefficient of 0.79 and Data collected were analyzed using T-test, Pearson Product Moment Correlation and Analysis of Covariance (ANOVA). Findings showed that there is a significant relationship between teachers-students classroom interaction and academic performance of students in English Language which is negative (r=721; p<0.01). Among others, it was recommended that in-service teaching courses should be organized by government agencies responsible for the smooth running of education such as Ministry of Education in order to allow teachers in Nigeria schools to acquire skills that are capable of fostering interaction in the classroom.

Introduction

Student performance in public schools has become a top priority for the government and school authorities not excluding the parents that are seriously sponsoring their wards. With the passing legislation in 1998, known as "No child left Behind (NCLB), public schools have been mandated to have all students receive proficient scores in their academic by the year 2014. This legislation has created much discussion and debate on the outcome factor of student performance. One of the most debated issues among educational professionals is the correlation between the academic performance and teachers factors.

Academic performance is a major issue among students, teachers, parents, schools, students and the community at large. Hence, a lot of efforts are put in place to understand the reasons for disparities in the level of academic performances of students in terminal examinations. Despite the fact that most parents spend heavily on the education of their wards, sadly it is to note that most students fail on the long run. This makes it more complex to all and sundry to adequately enquire for the cause of poor academic performance among students. At terminal examinations, the problem is so much that it has led to the widely acclaimed fallen standard of education in Nigeria (Mullis, 2012). The quality of education depends on the teachers as reflected in the performance of their duties. Overtime, pupils/students' academic performance in both internal and external terminal examinations had been used to determine excellence in teachers and quality of teaching. This therefore, shows the reasons for the need of competent, capable and consistent professionals of English language to drive the best in students towards higher academic prowess.

English Language is a core subject in the school curriculum. It is not only the official language but also the language of instruction for all other subjects from the upper primary classes to the tertiary level in Nigeria. Hence, the teaching and learning of English language has been made mandatory from elementary to tertiary institutions. If competency among students will be ascertained therefore, there is need for teachers-students interactions. In essence, effective teaching involves good communication between teacher and the students. Teachers-students and student-student interaction is very important in the teaching and learning process because, students tend to benefit from their interactions at all levels.

Afolabi and Adeboye (2005) stressed that the teaching-learning process allows teachers-students' influences. The teacher influences students as he manages class activities by giving directions, expressing ideas through instruction, strategizing and stimulating pupils' participation through questioning, motivation and encouraging pupils through praises or sanctions for undesirable behaviors. On the other hand, students tend to influence their teachers by their responses to the teachers' instruction, asking and providing answers to questions, getting involved in discussion and making general comments on teaching.

Students' interaction is regarded as one of the most important aspects of the educative process and possibly, one of the most neglected (Beryazkurk & Kesner, 2005). Inferably, the type and quality of the interaction will determine not only the effectiveness of teaching and learning situation but also the attitudes, interest and the personality of students (Business Daily, 2013). Teachers as managers in their respective classroom have an important influence on students' academic performance based on practice during interactions with pupils. Also, Uchefuna (2005)

191   YEKINNI LUKUMAN OYEWOLE, AKINYELE TOLULOPE VICTOR

TEACHERS-STUDENTS CLASSROOM INTERACTION AS CORRELATES OF ACADEMIC PERFORMANCE OF STUDENTS IN
ENGLISH LANGUAGE IN OYO TOWN, OYO STATE, NIGERIA   192

added that both the teaching and learning depend on teacher's effectiveness.

Ofeogbu (2004) linked poor performance of students to poor performance of teachers in terms of accomplishing the teaching task, negative attitude to work and poor teaching habits which has been attributed to poor motivation. There is no doubt therefore that gender as a factor, plays an important role in students' performance in English Language. In this regard, some scholars are of the opinion that girls excel more in language courses than boys. This in most cases has been attributed to the fact that girls are more exposed to learning various languages than boys. For example, it is believed that as the females go out to hawk in streets, play with their peers and carry our other domestic activities in the house, they get to use English language more often.

Statement of the Problem

Despite the status of English language as one of the core subject in all levels of education in Nigeria, it is still down heartened that the outcomes of academic examinations in terminal classes in English Language is not highly progressing. Gladly, since English Language is to be learnt majorly in the school from teachers in classroom setting, it means that all hands must be on deck to retrace English language competencies by students through students-teachers classroom interaction. Despites the fact that scholar have been diving into possible challenges to poor performance of students in English language, there is little or no evidence of scholars directing their ways of possible solution in the area of teachers-students classroom interaction especially in the secondary schools in Oyo Town, Oyo State, Nigeria. Therefore, this research investigated the teachers-students classroom interaction pattern and the extent to which they could affect the English language academic performance of students.

Research Questions

1. What is the interaction pattern in English language classroom with respect to teacher-students classroom interaction in Oyo Town?
2. Is there any difference in English Language classroom interaction pattern of male and female secondary school teachers in Oyo Town?
3. Will years of experience bring any significant difference in the English Language classroom interaction pattern among the teachers?

Research Hypotheses

The following hypotheses were tested at 0.05 level of significance

1. There will be no significant relationship between teachers-students classroom interaction pattern and English language performance of students in Oyo Town?
2. There will be no significant difference in English Language classroom interaction pattern of male and female secondary school teachers in Oyo Town
3. There will be no significant difference in the English language classroom interaction pattern among the teachers as a result of years of experience in Oyo Town

Method of the Study

The correlational research design was adopted for the study. This research design is considered suitable for this study because it sought to find out the relationship that exists among variables and the study made no attempt to manipulate any of the variables. The target population comprised of all teachers and students in secondary schools in Oyo Town, Oyo State, Nigeria. Out of the 54 secondary schools in the Four Local Government in Oyo Metropolis, 25 Secondary Schools will be sampled for the study randomly. However, the sample for the study will comprise two hundred and fifty (250) students and twenty five teachers representing the total sampled schools. A multi stage sampling procedure will be adopted in the selection of schools along local government in Oyo town. Two research instruments were used in this study, namely; Flanders Interaction Analysis Categories (FIAC) and the second is a self designed instrument titled English Language Performance Test (ELPT). The data collected were analyzed using inferential statistics of T-test, ANOVA and Pearson Product Moment Correlation to analyze the research questions.

Results

Research Question 1: What is the interaction pattern in English language classroom with respect to teacher-students classroom interaction in Oyo Town?

Table 1: Classroom interaction pattern using Flanders ten categories

	1	2	3	4	5	6	7	8	9	10	Total
1 (AF)	0	1	0		1						2
2(PE)		110	8	510	155			8	3	76	870
3(AC)		0	8	2	10					1	21
4(AQ)		21		234	66	2	4	741	7		334
5(LEC)	1	9	2	220	3440	3	2	41		128	3,846
6(GD)					3	1	0			2	6
7(CR)				1	1	0	4	5			11
8(PR)		718	20	28	27			12	12	4	9	830
9(PI)		1			3						5
10(SI)		3	1	79	124			6		1073	1,286
Total	1*	863*	39*	1074*	3830*	6*	22*	814*	14*	1289*	7956*

Key: 1=Accepts feeling (AF); 2=Praises or Encourages (PE); 3=Accepts or uses Ideas of Students (AC); 4=Ask Questions (AQ); 5=Lecturing (LEC); 6=Giving Directions (GD); 7=Criticizing or Justifying Authority (CR); 8=Pupils-talk Response (PR); 9=Pupils-talk Initiation (PI); 10=Silence or Confusion (SI). Code in each of the cells is recorded at three second interval. The cells in the rows represent the items while the cells in the column represent the coding. The column ranges from 1-10, likewise the row.

The table above shows the interaction pattern in English language classroom with respect to teacher-students classroom interaction in the thirty selected schools when taken together. The table

indicated that various verbal interaction pattern took place in the English language classroom with respect to teacher-students classroom interaction.

Research Question 2: Is there any difference in English Language classroom interaction pattern of male and female secondary school teachers in Oyo Town?

Table 3: Mean Difference of Male and Female Classroom Interaction Pattern

Group	N	x-	SD	df	T	Sig.	Remark
Male	9	598.00	4.00	8	-.502	.629	No Sig.
Female	16	839.67	5.715				No Sig.
Total	25						

The table above shows that $T_{(8)}$ = -0.502, P>0.05. This indicates that there is no significant difference in the classroom interaction pattern of male and female teachers.

Research Question 3: Will years of experience bring any significant difference in the English Language classroom interaction pattern among the teachers?

Table 3: ANOVA Difference of English Language Teachers Classroom Interaction Patterns based on Yeats of Experience

	Sum of squares	df	Mean square	F	Sig.
Between groups	6131692.589	3	2043897.530	2507046.724	.000*
Within groups	203.000	249	.815		
Total	6131895.589	252			

Years of Teaching Experience	N	Mean	Standard Deviation
1-5 years	10	797.50	2.500
6-10 years	10	797.50	6.532
11 years and above	5	354.25	0.000
Total	25		

The table above shows that there is a significant difference in the teachers classroom interaction pattern with respect to their years of teaching experience ($F_{(3,249)}$ = 2507046.724, P<0.05) which is statistically significant.

Discussion of Findings

    The findings from the study showed that the level of teachers' interaction significantly influence the English language verbal interaction of students and subsequently will influence the level of performance. There is no gainsaying, teachers-students interaction pattern connote the level of understanding of subject matter of both teachers and students. This finding supports the claims of Ofeogbu (2004) who linked poor performance of students to poor performance of teachers. This significantly indicate that the level of interaction in the classroom influence the level of understanding of students during teaching learning process. Again, the finding from the study

indicates that there is no significant difference in the classroom interaction pattern of male and female teachers. This is to say that gender do not determine the level of interaction among students and teachers. Furthermore, the years of experience of teachers do not significantly influence the teachers-students interaction pattern. This findings support the assertions by Uchefuna (2005) who obliged that both the teaching and learning depend on teacher's effectiveness and not years of experience.

Conclusion

    Students' academic performance and classroom interaction pattern shows that the worst classroom interaction pattern yielded a poor academic performance of students in English language while better classroom interaction pattern yielded an improved academic performance of students. The need to effectively plan and manage classroom activities so as to achieve educational objectives of teaching English language in secondary schools as well as other level of education therefore is necessary.

Recommendations

1. Classroom Interaction should be encouraged by teachers and be mandated by school authorizes
2. In-service teaching courses should be organized by government agencies responsible for the smooth running of education such as Ministry of Education in order to allow teachers in Nigeria schools to acquire skills that are capable of fostering interaction in the classroom.
3. Education motivation must be encouraged by parents, government and teachers in all schools.

References

Afolabi, A. & Adeboye, R. A. (2005). *Classroom managemen*t. Ondo: Ifeoluwa Enterprises Nigeria Limited

Beryazkurk, D. & Kesner, J. E. (2005). Teacher-child relationships in Turkish and United States schools: A cross cultural study. International   *Education Journal, 6: 547-554*

Business Daily (2013). High school dropout rate threatens vision 2030 goals Retrieved January, 12, 2021 from www.businessdailyafrica.com.

Ofeogbu, O. (2004). Teachers motivation factors for classroom effectiveness and school improvement in Nigeria. Retrieved from www.findarticle.com

Uchefuna, M. C. (2005). A study of clinical supervision and teachers effectiveness in Umahia and Abia State. M. Ed. Dissertation   unpublished. Port-Harcourt: University of Port-Harcourt, Nigeria