

Teacher's Teaching Methodology as Determinants of Secondary School Students' Achievement in English Reading Comprehension in Lagos State

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Abstract

Many studies have tried to address the issues of students' reluctance to read and poor academic achievement in reading comprehension. As central as reading is to students' social and academic advancement, many of them are negatively disposed to reading and consequently, perform poorly in reading comprehension tasks. Against this backdrop, this paper examines teacher's teaching methodology (TTM) as determinants of students' achievement in English reading comprehension in selected secondary schools in Lagos State. The paper adopts Kenneth S. Goodman's transmission model which emphasizes the written text as the most important element in reading comprehension. Fifty (50) students were selected through random sampling technique from fourteen (14) purposively selected schools in Lagos. This gave a total of seven hundred (700) respondents which formed the sample for data collection. The instrument for this study was a self-generated Questionnaire on Teachers' Teaching Methodology (QTTM) with adapted question on Reading Comprehension Achievement Test (RCAT). The findings revealed that the independent variable of TTM has considerable influence on students' achievement in English reading comprehension in Lagos State. The study therefore concludes that better teaching methods should be adopted for teaching English reading comprehension in secondary schools in Lagos State to enhance students' academic achievement in the subject matter.

Keywords: Teaching methodology, Students' achievement, English reading comprehension, English language, Language learning

Introduction

Methodology is a system of practice and procedure that a teacher uses to teach. Teaching methods comprise the principles and methods used by teachers to enable students learn. These strategies are determined partly on the subject matter to be taught and partly by the nature of the teacher. Teaching methodology is the method chosen to achieve a teacher's goal and it is normally defined by the teacher of a given subject. According to Araromi and Olatunji (2020) teaching methodology is essentially the way in which a teacher chooses to explain or teach materials to students so they can learn.

There are many teaching methodologies that can be used by a teacher and the methods chosen often depend on the educational philosophy and preferences of the teacher to utilize multiple teaching methods within a simple lesson. A methodology of teaching can include the use of lecturing method, small group discussion, project methods and so on. However, many teachers of English comprehension use the same methods they deploy in teaching other areas of English Language to teach English reading comprehension which has its own peculiar methodology. Among the specific methods for the teaching of comprehension are the choral reading, model reading, narration method, dramatization method and much more (Bright, 2018).

Objectives of the Paper

The aim of this paper is to examine teacher's teaching methodology as determinants of secondary school students' achievement in English reading comprehension. However, the specific objectives of the study are to:

- i. identify the influence of teaching methodology (choral, dramatisation, narration, model reading) on students' achievement in English reading comprehension in Lagos State,
- ii. determine the significant composite influence of teaching methodology on students' achievement in English reading comprehension, and
- iii. determine the significant relative influence of teaching methodology on students' achievement in English reading comprehension.

Research Questions

- i. to what extent does teaching methodology (choral, dramatisation, narration, model reading) influence students' achievement in English reading comprehension in Lagos State?
- ii. what is the significant composite influence of teaching methodology on students' achievement in English reading comprehension?
- iii. what is the significant relative influence of teaching methodology on students' achievement in English reading comprehension?

Hypothesis

The following hypothesis was formulated to guide the study at 0.05 level of significance.

H₀₁: There will be no significant composite and relative influence of socio-economic status and teaching methodology (choral, dramatization, narration and model reading) on students' academic achievement in English reading comprehension in Lagos State.

Literature Review

A good reader exhibits some skills among which are the ability to decode accurately, and the ability to recognise words automatically (Tamrackitkun, 2009). Where there is no comprehension, reading is reduced to mere tracking of symbols with eyes and trying to sound them out. Comprehension takes place when one understands what is being read. Reading ability of a reader is made manifest in their level of understanding of the text read, hence, comprehension is one of the most essential features of reading activities (Logan, 2011, Raymond & Chadi, 2021).

Research in language acquisition and sociolinguistics influenced research on the reading process with emphasis on the construction of meaning during the reading process. This resulted in a new perspective of viewing reading as it brought about the constructivist view of comprehension which is also referred to as cognitive psychology of reading. It dominated reading research from the turn of the century with its projection of reading as a social practice. Through its emphasis on the affective dimension of viewing reading, it resulted in presenting reading as a joyful experience of self-discovery. At this juncture, the role of the reader became the forefront of reading development and it put emphasis on the interaction between the reader and the text (Awofeso & Ogunsiyi, 2019). Thus, the role of the teacher in selecting suitable pedagogical instruction to suit and facilitate comprehension of students using English as a second language (L2) in reading is important.

The ultimate goal in reading comprehension is to understand – to gain insight and knowledge from the act of reading. Skilled readers construct meaning by synchronizing a

bottom-up approach to reading (fluent and accurate word decoding) with a top-down approach (using prior knowledge and experience during reading). Synchronizing these two approaches during reading involves aspects of a variety of neurodevelopment functions including attention, memory, language, and higher order cognition and to look more closely at the neurodevelopment components of reading comprehension. On the other hand, reading comprehension has two elements that complete the process. The first element is vocabulary knowledge. The reader must be able to understand the vocabulary used by the writer. The second element is text comprehension, where the reader puts together the vocabulary and different comprehension strategies to develop an understanding of the text. Comprehension or the mental process that allows the reader to understand the text, begins before the reader starts the text and continues even after the reading has finished (Grell et al, 2023).

Students' academic achievement refers to the grades obtained by students upon accomplishing the courses in their study. It is the measure of what the student has learned through assessments like standardized tests, performance assessments and portfolio assessments. The descriptive assessment information will usually be translated through grading system such as Grade Point Average (GPA) and course grade. This study will make use of Cumulated Grade Point Average (CGPA) since it provides information of the students' academic performance across time (Jackson, 2018).

The teacher is as effective as his/her tools of teaching and impacting knowledge and skills. The methods that teachers adopt or do not adopt make the difference between a good teacher and a bad teacher. A bad teacher will complain about the tools but a good teacher will make every situation a learning experience, with or without adequate provision of tools.

Previous studies on method of teaching reading comprehension focused on the different methods used and how such methods were deployed by the English teacher in different teaching environments. Ewumi (2012) focused on the students' difficulties in reading comprehension. Another research by Wall (2014) focused on using guided reading comprehension optimally and learning other strategies if guided reading comprehension is not working. Similar research in the field focuses on using guided reading comprehension in inclusive middle year's classrooms in teaching reading comprehension while many others attempted to establish some correlations between teaching methodology and others aspects of learning environment, students' backgrounds and socio-economic factors as being influential to students' academic achievements in reading comprehension (Balog, 2018; Onojuwa, 1994; Kiwanuka and Sserwanga, 2021, Naik and Naik, 2023).

Theoretical Framework

This paper adopts the transmission model proposed by Kenneth S. Goodman. The theory emphasizes the written text as the most important element in reading, it is text based. Thus, efforts should be geared at paying close attention to the written words in the text. Goodman's model is also referred to as the bottom (text)/top (brain), approach (Grabe, 2009). When attention is on the written text the pupil's brain extracts, retains, and utilizes the message or information which the text transmits. The term transmission model is so named because in the process of making meaning while reading, the child contributes nothing, and the text supplies the meaning of the text being read. The efforts of the teacher in this type of model is to condition the pupils to a series of techniques that will assist him in extracting meaning out of the text and so, s/he fashions out series of activities that the child is expected to perform. The relevance of this theoretical model to this paper is that there is no reference/relationship to previous knowledge, instead it is method based. The teacher's teaching method thus forms the focal point in the business of reading.

Research Design and Methodology

The descriptive survey research design was adopted for this study. In this study, the targeted population will consist of all students (208000) in the senior secondary school II from 14 secondary schools in Lagos State (NBS, 2020). Fifty (50) students were selected through random sampling technique from each school to arrive at the 700 respondents which formed the sample for the study. The instrument for this study was a self-generated Questionnaire on Teachers' Teaching Methodology (QTTM) adapted from Aliyu as well as adapted question on Reading Comprehension Achievement Test (RCAT). The instrument consisted of 20 items. The structure of the instrument was a modified Likert type of four scales: Strongly agree, Agree, Disagree, and Strongly disagree. The respondent picked the option after each statement that depicts the teachers' methodology. The points allotted for the rating was as follows: Strongly agree = 4, Agree =3, Disagree = 2, Strongly disagree =1. Also, the QSES was a 3-point scale that was graded and scored as 3, 2, 1 mark in descending order. Reading Comprehension Achievement Test (RCAT) was designed using past question on English Language for Senior School Certificate Examination. The researchers made some modifications on the instrument as some of the questions were re-structured.

Data Analysis

Demographic Profile of the Participants

Table 1 presents a summary of the gender for all the categories.

Table 1: Demographic Characteristics of Gender of the participants

Gender	Frequency	%
Male	438	62.6
Female	262	37.4
Total	700	100.0

Out of the 700 respondents, 438 respondents representing 62.6% of the sample represented male while 262 respondents which constitutes 37.4% represented the female participants. The study further used students of SS1, SS2 and SS3 categories where 54 (12.3%), 140 (32%) and 244 (55.7%) were male respectively while 34 (13.0%), 98 (37.4%) and 130 (49.6%) were female respectively. Hence, by implication 88 (12.6%) students were from SS1, 238 (34%) students were from SS2 and while 374 (53.4%) were from SS3. The ratio of female to male student was 1:2 whereas that of the male was 1:2. Generally, sample was within the expected range. This shows that it is within the federal government recommended regulation. This was to encourage effectiveness and efficiencies in English reading class activities.

Age Distribution of the Respondents

The study sought information on the age of the respondents. Table 2 presents a summary of the age distribution for all the categories.

Table 2: Demographic Characteristics of Respondents' Age

Age Group	Frequency	%
12-14 years	89	12.7
15-17 years	293	41.9
18-above years	318	45.4
Total	700	100.0

In table 2, majority (45.4%) were aged from 18 years and above, while the least (12.7%) were between 12 and 14 years and only (41.9%) were between 15 and 17 years. This clearly indicated that many respondents were old and should be able to handle reading comprehension in English. Although, older respondents are more experienced but may not indicate effective reading of English passage according to the study.

Research Question 1: To what extent will the teaching methodology (choral, dramatization, narration and model reading) of teachers influence the students' achievement in English reading comprehension in Lagos state?

Table 3: Descriptive Statistics on extent of influence of teaching methodology on students' achievement in English reading comprehension.

Items	N	Std. Dev	R
1. My teacher uses assessment techniques that elicit students' engagement. M	700	2.7529	.92821
2. My teacher's level of critical understanding of the intricacies of the topic taught is high. M	700	2.7943	.98659
3. My teacher uses assessment techniques to promote positive classroom interactions M	700	2.8257	.76281
4. My teacher grades students on time M	700	2.8400	.59333
5. My teacher uses adequate feedbacks to correct or strengthen students' understanding of linguistic concepts being taught M	700	2.8529	.83541
6. My teacher has mastery of the rules of topic taught H	700	3.0029	.94634
7. My teacher gives ample time for students to think on the questions before moving on H	700	3.1057	.77531
8. My teacher assesses students' previous knowledge and links to the present topic H	700	3.1486	.80640
9. My teacher asks students questions that tests their higher order thinking skills H	700	3.1643	.87085
10. My teacher gives class activities to strengthen their understanding of the linguistic concept taught H	700	3.2729	.71253
11. My teacher asks questions from every students in the class irrespective of their disposition to participate H	700	3.2757	.77680
12. Students' participation levels seem very high when my teacher teach. H	700	3.3014	.69269
13. My teacher exemplifies linguistic concepts			

	taught with daily life experience of students H	700	3.3243	.79823	
14.	My teacher presents lesson content logically and clearly H	700	3.3471	.77942	
15.	My teacher encourages students to use the linguistic knowledge they are learning H	700	3.3871	.75276	
16.	My teacher gives assignment to students to further strengthen their understanding of the linguistic concept taught H	700	3.4086	.61357	
17.	My teacher covers the topic in the lesson plan adequately H	700	3.4514	.52865	
18.	My teacher Uses strategies to support students' learning H	700	3.4643	.69959	
19.	My teacher links students' previous knowledge with the current topic H	700	3.4929	.69018	
20.	My teacher displays ample knowledge of the linguistic content (comprehension passage) taught. H	700	3.4986	.61106	
Grand mean		700	3.186	.7582	H

R: Remarks; VHE: Very High Extent (3.50 – above); HE: High Extent (3.00-3.49); ME: Moderate Extent (2.50-2.99); LE: Low Extent (Below 2.50)

Table 3 showed that each of the items 1 to 20 for Teachers Teaching Methodology on students' achievement in English reading obtained a mean score above 2.50. The above results implied that the respondents rated teachers teaching methodology as high. The grand mean score was 3.4591 (which fell within the range score of 2.50 and 3.49 was to a high extent), which was above the criterion of 2.50 set for the study while the standard deviation was .832 indicating that the respondents were not far from the mean and from one another in their responses. Also, the table above revealed that item 20 had the highest mean of 3.498 while the least mean was that of item 1 with a mean score of 2.752. This result implies that the grand mean score of 3.498 indicated that teachers teaching methodology on secondary school students' achievement in English reading comprehension in Lagos State are on the high extent. Therefore, the extent to which teaching methodology of teachers affect secondary school students' achievement in English reading comprehension in Lagos State is to a high extent with the grand mean score of 3.259.

H₀₁: There will be no significant relative influence of teaching methodology on students' achievement in English reading comprehension in Lagos state.

Table 4: Coefficients^a

Model	Unstandardized Coefficients			Standardized Coefficients		
	B	Std. Error	Beta	t	sig	
(Constant)		11.515	1.800		6.397	.000
QTTM	6.039	.018		.781	2.139	.003

a. Dependent Variable: Reading comprehension

Table 4 presents the coefficients that indicate the relationship between QTTM and students' achievement in English Reading comprehension in Lagos state. The result shows contribution of the variable factor as indicated by standardized Beta (B) weights in order of magnitude; Teachers Teaching Methods (TTM) contributed most to students' achievement in English reading with B=.781, t=2.139; p<.05. The analysis of the result shows that the independent variables of TTM has significant influence on students' achievement in English reading while

Discussions of Findings

The hypothesis which sought the significant composite influence of teachers teaching methodology on students' academic achievement in English Reading Comprehension in Lagos State revealed that there exist composite influences of the variable on students' achievement in English reading comprehension. This means TTM influenced students' achievement in English Reading comprehension in secondary schools in Lagos State.

The analysis of hypothesis two which sought the significant relative influence of the independent variable on students' achievement in English reading comprehension revealed that it existed in TTM. This means that TTM has singular influence on secondary school students' achievement in English reading comprehension in Lagos State. This is in congruent with scholars views that individual factors such as teaching methods, instructional materials, learning environment and Socio-economic factors have positive relationship with students' achievement in schools.

Conclusion

The study investigated the influence of teaching methodology on students' academic achievement in English reading comprehension in secondary schools, in Lagos state. Three research questions were raised and answered while one hypotheses was formulated and tested to guide the study at .05 level of significance. The analysis of the result shows that the independent variable of TTM facilitates students' achievement in English reading comprehension in Lagos state. Public and private schools students on the influence of the TTM were lower for p63.283, SD= 5.68) than public (\bar{x} =64.068, SD= 5.64), t(698)=-.1.829, p>.05. Levene's test indicated equal variance assumed (F=.181, p=.671). Thus, it is not significant. The null hypothesis of no significant difference between the mean ratings of public and private school students on the influence of the TTM on secondary school students' academic achievement in English reading comprehension in Lagos is therefore upheld.

The study therefore concludes that the influence of TTM in the English reading comprehension is critical to the development of any educational programme in both developed and developing countries including Nigeria particularly Lagos. On the basis of these research

findings, the study has proven that TTM affect students' academic achievement in English reading comprehension in Lagos state, hence, the better teaching methods should be adopted for teaching English reading in secondary school in Lagos state.

Recommendations

In the light of the findings obtained and conclusion made from this recent study, it is recommended that teachers should understand and appreciate the diverse improvised instrument of their students; they should modify their instructional materials usage in English language teaching methodologies according to the needs of the secondary school students; the Government should provide more resources to schools in poor areas; Government should offer more training and support to teachers in poor areas and Government should endeavour to implement policies that promote equity and social justice in education.

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