



Received: 11-06-2023
Accepted: 21-07-2023

International Journal of Advanced Multidisciplinary Research and Studies

ISSN: 2583-049X

Classroom Factors and their Effect on Secondary School Students' Academic Achievement in English Language in the Buea Municipality, South West Region of Cameroon

¹Moliki Jerese Nasangel, ²Neba Dorine Ngum

^{1,2}Department of Curriculum Studies and Teaching, Faculty of Education, University of Buea, Cameroon

Corresponding Author: Moliki Jerese Nasangel

Abstract

The study sought to investigate the extent to which classroom factors affect secondary school students' academic achievement in English Language in the Buea Municipality, South West Region of Cameroon. The study employed a convergent parallel design. The target population was made up of 37 schools (public, confessional and lay private) with 18,365 students targeted and 215 teachers targeted making a total of 18, 580 targeted respondents. The accessible population was made up of 1, 380 students and 103 teachers from 8 selected secondary schools with a total of 1,483 accessible respondents. Multi-stage sampling procedures which respectively included stratified, simple random and purposive sampling procedures was used to select a sample of 295 students and 8 teachers from selected public, confessional and lay private secondary schools in the Buea Municipality. The instruments used for data collection were a questionnaire and an observation schedule. They were validated by triangulation and the overall index value was 0.83 and a reliability coefficient of 0.895. Quantitative data were analysed using both the descriptive and inferential statistics while qualitative data were analysed using thematic analysis approach. Students' achievement in English Language was

measured through their skills of listening, speaking, reading and writing, as well as through students' scores from the regional mock exams of 2022. Findings revealed that instructional materials, teaching methods, class size and teacher-students' interaction as constructs of classroom factors have a significant effect on students' academic achievement in English Language as they greatly (more than 50%) affect students' academic achievement in English Language in the Buea Municipality, South West Region of Cameroon. Interventions to help improve classroom factors were recommended among which are that there is need for resource centers and English laboratories to be instituted in schools to serve as reservoirs of those instructional materials that would be used to facilitate teaching and learning in English Language, teachers should make use of innovative teaching techniques like discussion, dramatisation and debates which will make their teachings highly effective, more classrooms should be constructed to reduce overpopulated classes and personal involvement of low achievers should be enhanced through better inter-personal relationship and teacher's special attention. Thus, improving students' achievement in English Language.

Keywords: Classroom Factors, Academic Achievement, English Language, Buea Municipality

Introduction

English Language has been spreading around the world since the 17th century by the world wide influence of the British Empire and the United States of America. Through all types of printed and electronic media of today's fast changing world, English Language (EL) has become one of the very important tool of communication (Khoiriyah, 2018; Aina, Ogundeke & Olanipekun, 2013; Orgunsiji & Fakeye 2009) ^[14, 1, 23] as it is one of the leading languages of international discourse and the lingua franca in many regions and professional contexts as well as in many fields such as science, art, navigation, technology, politics, entertainment, business and most especially, in the field of education (Kagan, 1984) ^[13]. Interest in English language has escalated worldwide in recent years through globalisation. There are more people who have learned English as a second language than there are native speakers. English Language is taught within the multicultural and multilingual context of Cameroon, Africa and the world (Ministry of Secondary Education, 2014) ^[18]. In Africa today, English Language is one of the main languages of instruction in education (Pillar & Skilling, 2005; Thompson, 2004; Moliki, 2022) ^[24, 28, 20] that influences academic and career progress.

English Language is certainly one of the oldest and most indispensable subjects in secondary school curriculum today. The

importance of English Language cannot be overemphasized (Neba, 2019) ^[21] as it has wide spread applications in most of the school curriculum as well as in most school subjects (Kotut, 2016) ^[16] since it plays a vital and peculiar role in understanding other disciplines such as social studies, science and the arts. Particularly, English is one of the two official languages spoken in Cameroon. English Language is very relevant to learners' useful societal living based on the contents in its curriculum. Yet, in the face of learners not being impacted with necessary English Language skills and competencies, could it be possible that English Language would certainly serve as an avenue to resolving certain prevalent societal issues? Also, would the subject actually be useful to them? Again, why have students' academic achievement in English Language remained discouraging?

According to Odey, Arikpo and Oko (2021) ^[22] many factors are connected with learners' academic achievement of subjects in schools which are home-based, student-based, teacher-based and school-based. Also, based on some reviews, Stephina (2016) ^[25] observes that it is obvious that different possible factors influence students' effective classroom learning. Other researchers have often related poor achievement and declining standards of English in Cameroon with lack of motivation on the part of students, the influence of Pidgin English and French, age of learners, teacher's and learners' attitudes towards the language, time factor, gender, and inadequate teacher training (Fonka, 2014; Chumbow & Simo-Bobda, 1996; and Fontem & Oyetade, 2005) ^[9, 4, 10]. This leads to inefficient learning and subsequently disastrous career choices such that English-anxious students end up shunning from careers that include the application of English Language. Consequently, students' demeaning achievement in English Language is often caused by the presence or absence of certain factors which go on to create an obstruction in their learning of the language. Within the school-based factor, there is the issue of classroom factors (CRF) seen as the learning context, be it physical or social environment in which the curriculum exists (Tambo, 2012) ^[27] which is amidst such factors that affect the learning of English Language.

In today's society, schools are held accountable for every aspect of students' achievement. Educational researchers have even advised that "educators in Africa should not lose sight of peculiar environmental, cultural" or classroom "factors that may affect child development, the learning process, learning needs and learning outcomes while applying to curriculum instruction, psychological principles that have grown out of Western research" (Endeley & Zama, 2021, p. 81) ^[7]. The rising changes of classroom factors implemented for the teaching-learning process has been accompanied by a relatively sharp increasing change in students' academic achievement in English Language. The influential presence of classroom factors ranging from instructional materials, class size, teaching methods, to teacher-students' interaction on students' academic achievement in English Language is a call for concern. Akomolafe and Adesua (2015) ^[2] are of the view that classroom factors could serve as an important motivating factor that may either make or mar the teaching learning process of English Language.

The scarcity of information on the educational effects of classroom factors on students' achievement in English Language is regrettable because it is the sort of evidence the teachers and other stakeholders appear to be requiring if

they are to support classroom factors' policies. Consequently, the inadequacy and scarcity of contemporary research on classroom factors and their effects on students' academic achievement in English Language and the quest to contribute to the knowledge base made it imperative for the researcher to have embarked on this study. The problem posed as a research question was therefore: To what extent do classroom factors affect secondary school students' academic achievement in English Language in the Buea Municipality, South West Region of Cameroon?

Research Objectives

The study was conducted to investigate the extent to which classroom factors affect secondary school students' academic achievement in English Language in the Buea Municipality, South West Region of Cameroon.

Specifically, the study was geared to:

1. Find out the extent to which instructional materials affect students' academic achievement in English Language.
2. Determine the extent to which teaching methods affect students' academic achievement in English Language.
3. Examine the extent to which class size affects students' academic achievement in English Language.
4. Ascertain the extent to which teacher-students' interaction affects students' academic achievement in English Language.

Research Hypotheses

The research hypothesis was:

Ho: Classroom factors do not significantly affect secondary school students' academic achievement in English Language in the Buea Municipality, South West Region of Cameroon. Specifically, the following hypotheses were formulated to guide the study:

Ho1: Instructional materials have no significant effect on students' academic achievement in English Language.

Ho2: Teaching methods have no significant effect on students' academic achievement in English Language.

Ho3: Class size has no significant effect on students' academic achievement in English Language.

Ho4: Teacher-students' interaction has no significant effect on students' academic achievement in English Language.

Research Methodology

The study was descriptive in nature and the primary research design adopted for the study was the convergent parallel design. The convergent parallel design was adopted for the study because the study was an effect/impact inquiry which sought to determine the degree that classroom factors had on students' academic achievement in English Language by merging quantitative and qualitative data in order to provide a comprehensive analysis (Creswell, 2014) ^[6]. The mixed research method from which this kind of design emerges requires that both quantitative and qualitative approaches be used. The survey design was the secondary design used for the study and it employed the quantitative research method which required that a sample be drawn from the population and studied with the aim that results obtained from the sample be used to make predictions about the population.

This study was carried out in the Buea Municipality which is found in the South West Region of Cameroon. Buea is the administrative head quarter of the South West Region. According to the population census of 2005, it shows that

Buea has a total population of 90,088 inhabitants. Today about 150,000 people live in Buea. This include the people living in Muea, Bomaka, Miles 17, 16, 15, and 14, Bova, Bounduma, Bokwaongo, Bojongo, Tole, Likombe, Buasa, Molyko, Great Soppo and surrounding villages. Buea is at the foot of Mount Cameroon under the Fako Division with an elevation of about 870m (2850feet).

Looking at notable institutions in the municipality, Buea is an urban centre which hosts the University of Buea, Cameroon's first Anglophone University and it is the site of several other higher institutes of learning including St Francis Schools of Nursing and Midwifery presently known as Biaka University Institute of Buea (BUIB) and one of Cameroon's three Catholic Universities. Buea also host the South West Regional Linguistic center which was created in 1963 for the promotion of the two official languages in Cameroon; French and English. In terms of basic and secondary education, this area is made up of public schools, confessional schools and lay private schools, which are more dominant, making it a fertile ground for such a study to be carried out. Some of the primary schools found in the Buea Municipality are: Government Primary school Bomaka, Government Primary School Bonduma, Presbyterian Primary School and Cradle Primary School, just to name a few. In terms of secondary schools, some of them are: Bilingual Grammar School Molyko-Buea, Baptist High School-Buea and Summerset Secondary School Buea. Today, Buea harbours a huge metropolitan population made up of people from other villages, cities, regions, and nations mainly due to the presence of Institutions of learning like the University of Buea, Cameroon Christian University and Higher Institute of Management Studies (HIMS). Buea also hosts an annex of the National Archives of Cameroon, whose main location is Yaounde as well as the Buea Linguistic center annex in Limbe. The areas specifically chosen for this study were Molyko, Bomaka, Great Soppo, and Bokwaongo. The reason for this choice was that the aforementioned areas have diverse kinds of livelihood and schools that have English Language as a compulsory subject.

The main population in the study constituted students and teachers from all secondary schools in the Buea Municipality of the South West Region of Cameroon. The target population in the study was made up of all first cycle secondary school students taking English Language and teachers who teach English Language as a subject in the curriculum in Buea Municipality of the South West Region. The target population was made up of thirty-seven (37) schools (public, confessional and lay private). 18, 365 students were targeted while 215 teachers were targeted making a total of 18,580 targeted respondents for the study. The accessible population of the study specifically included students and teachers from selected public, confessional and lay-private secondary schools (eight [8] selected secondary schools: two [2] public schools, three [3] confessional schools, and three [3] lay private schools). 1,380 students and 103 teachers were accessible which made a total number of 1,483 accessible respondents. The sample size for the study was 303 respondents (295 secondary school students and 8 teachers) drawn from the accessible population.

It should be noted that the sampling frame (Taherdoost, 2016) [26] for the study consisted of a list of all legal secondary schools which were in operation in the Buea Municipality of the South West Region of Cameroon

extracted from the School Map from Regional Delegation of Secondary Education, South West Region (2021/2022). The list included (and was by no means exhaustive) secondary schools which were already participating in the GCE examinations. Technical secondary schools did not make the sampling frame for the study. The list included secondary schools from Muea, Bomaka, Miles 17, 16, 15, and 14, Bova, Bounduma, Bokwaongo, Bojongo, Tole, Likombe, Buasa, Molyko and Great Soppo which made up the Buea Municipality (See the appendix for full list of schools).

Multiple-stage sampling technique was applied in the study which included the stratified sampling, simple random sampling (which are probability sampling techniques) and the purposive sampling (which is a non-probability sampling technique) procedures (Taherdoost, 2016) [26]. The stratified sampling (stratification) technique was used to divide the thirty-seven (37) schools from the sampling frame into separate homogenous sub groups called strata (Taherdoost, 2016) [26] before simple random sampling (Mishra & Alok, 2017) [19]. There were three strata (Stratum 1= public, stratum 2= confessional and stratum 3= lay-private) and the sampled schools were selected from each stratum. This was followed by a simple random sampling procedure which was used to select two schools from stratum 1, three schools from stratum 2 and three schools from stratum 3 which formed the accessible population of students and teachers from the various schools randomly selected as each and every member of the population in this type of sampling technique had an equal chance and the probability of being selected for sample of the study (Alvi, 2016; Mishra & Alok, 2017; Mills & Gay, 2018) [3, 19, 17]. The simple random sampling technique involved writing all names of schools in each stratum on slips of paper that were folded and put in three separate strata containers, mixed up and shaken and three slips of paper were picked from each stratum at random apart from stratum 1 where just two slips of papers were picked. The names of the schools on each of the picked slips of paper were the ones to be included in the study. This method, according to Mishra and Alok, (2017) [19] is called the lottery method. After identifying the sample frame, purposive sampling was used to deliberately select the form(s) suitable for providing the required information. It was to build up a sample that is satisfactory to the researchers' specific needs since the researchers simply hand-picked the subject to be included in the sample on the basis of the researcher's judgement of their typicality. Eight schools were selected for the study. The researchers also used the purposive or judgmental sampling which was mainly used for the qualitative part of the study (Yin, 2003) [29] to select the eight teachers whose classes were observed.

In order to assemble data for this study, the questionnaire and observation schedule were used. On the one hand, the questionnaire was the primary instrument used for data collection in the study for all indicators of classroom factors while the 2022 regional mock examination for south west region was the instrument for collecting data on students' academic achievement in English Language. The questionnaire was therefore, the principal instrument for data collection in this study. It was administered to students. The questionnaire used in this study was the Likert scale questionnaire comprising four points. The questionnaire was formulated on the basis of the research objectives. Each respondent was expected to place a tick to the right response of their choice.

The questionnaire was made up of two main sections. The first section (Section A) of the questionnaire was a demographic section which requested respondents to supply personal information. This included information about school type, gender, age and class basically made up of those variables which affect and could alter the association between classroom factors and students' achievement in English Language. The second section (Section B) was used for exploring respondents' perceptions regarding classroom factors and students' achievement in English Language and it required that the respondents placed a tick on the appropriate response or option of their choices as follows: strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD). Section B comprised four sub-sections which were presented following the research objectives with eight items/statements each which made a total of thirty-two items. Hence, each of all four indicators of classroom factors contained eight measures each on a four-point Likert scale. The four-point Likert scale for a positive and negative worded measure in the questionnaire were as 1 = SD, 2 = D, 3 = A, 4 = SA and 4 = SD, 3 = D, 2 = A, 1 = SA respectively, where SD = Strongly Disagreed, D = Disagreed, A = Agreed and SA = Strongly Agreed.

The instrument for measuring classroom factors was General Certificate of Education regional mock examination for English Language. Students' raw scores from 2021/2022 academic year were obtained from schools which made up the accessible population for the study. The reason for which this examination was chosen was because the regional mock is a standardised examination for all subjects including English Language. The examination involves different forms and test on a wide range of competencies at the cognitive domain of learning.

On the other hand, in the study, direct observation involving eight (8) teachers was also conducted as a secondary instrument for the qualitative part of the study. This was aimed at complementing and verifying data captured through the questionnaire. This enabled the researcher to capture the state of classroom factors and better understand the extent to which classroom factors affect students' achievement in English Language. The observer examined what was happening in the naturalistic setting (Endeley & Zama, 2021) [7]. Eight English Language teachers in each classroom on their lessons with their students were severally observed and the observations were recorded with an observational sheet that was developed before the scheduled observation which required the researchers to assign a qualitative value as a measure to the indicator/ attribute being observed.

The observational sheet was an assessment of classroom factors that includes four sections or four major classroom factors that contribute to students' achievement in English Language. The factors include instructional materials, teaching methods, class size and teacher-students' interaction. The researchers observed and collected data on the overall classroom factors implemented by the teachers of the observed classes and the extent to which they affect students' academic achievement in English Language.

In ensuring validity, the researchers consulted and sought opinions of many experts in the researchers' field. Face validity was assessed through peer and expert reading. The instruments were handed to peers and then to experts to make a visual appraisal of the document by verifying whether the items truly appeared to measure what they

intended to measure. Content validation looked for the extent of representativeness of items of the defined constructs. The content validity index (CVI) was calculated per test items. This was calculated by dividing the number of judges who declared the items valid by the total number of judges. Item validity index of most measures ranged from 0.82 to 0.90 indicating that the instrument was valid. Therefore, since all these were considered and ensured, it was concluded that the instruments were valid and good for data collection.

The reliability of the questionnaire on classroom factors is the consistency with which the questionnaire measured what it is meant to measure consistently. A pilot study was conducted to a small number of respondents (20 students) who were not involved in the actual study and were not part of the actual sample and then analysed. Again, the internal consistency of the questionnaire which refers to the homogeneity or degree of interrelationship among the thirty-two measures in the questionnaire that measured classroom factors was determined through a Cronbach-alpha reliability test applied on the study's pilot data. After, the second pilot study was administered to the same students and teachers after two-weeks and a day. Finally, the stability of the questionnaire was established through a test-retest procedure. The Cronbach alpha value for each dimension ranged from 0.726 to 0.909 for the pilot study and from 0.712 to 0.815 for the main study, which indicated that the questionnaire items used to measure classroom factors' effects were reliable. The combined reliability coefficient (r_p) for the pilot study was 0.939 for 20 respondents while the combined reliability coefficient (r_s) for the main study was 0.895. A Cronbach reliability of 0.71 and above was considered to be high enough and appropriate to clear the questionnaire for massive deployment (Jwan, 2010) [12].

The data was analysed both quantitatively and qualitatively. The data that was obtained from the questionnaire for the quantitative method were coded using serial numbers and then put in tabular forms for analysis by using a software package known as the statistical package for social sciences (SPSS) version 23. The SPSS was used to compute the data and facilitate the calculations. Quantitative data for the study was analysed using both the descriptive statistic with the aid of mean which were summarized and presented on frequency distribution tables, percentages and in charts and the inferential statistical method of data analysis. The inferential statistics data analysis tool for this study was the t-test analysis technique for transforming and calculating data from the study's observed variables (instructional materials, teaching methods, class size and teacher-students' interaction). The t-test was performed with the statistical package for social sciences (SPSS). Hypotheses one to four of the study was tested and verified through the one sampled t-test statistical technique in order to allow the verification or falsification of hypotheses and the following formula was used.

$$t = \frac{\bar{x} - \mu}{s/\sqrt{n}}$$

Where \bar{x} is the mean, μ is the population mean, s is the population standard deviation, n is the number of samples and $n-1$ the degrees of freedom which showed the extent to which students' academic achievement in English language

was affected by instructional materials, teaching methods, class size and teacher-students’ interaction. Quantitative data was edited to eliminate inconsistencies, summarized and coded for easy classification in order to facilitate tabulation and interpretation.

The data that was derived from the observational sheet was organised and analysed according to themes and groundings based on the research questions. The data was then coded and there was a description and thematic analysis done. Thereafter, inferences and conclusions were drawn.

Ethical Considerations

The researcher amply ensured a plethora of research ethics before, during and after conducting the study. The researcher ensured appropriate data analysis by fully disclosing all methods that were used to obtain the data and all issues of bias were clearly dealt with in the design and interpretation of the study (Jenn, 2006) [11]. This ensures that the readers will not misinterpret the results of the study.

Again, the researcher declares no conflicts of interest (Creswell, 2014) [6]. The researcher had no personal, commercial, political, or financial interest. The researcher contends that no such conflicts of interest exist which means methodology and outcome of the research were not in any way driven by such forces. Furthermore, the researcher has given credit for the works of others used in this study by disclosing all sources of information and ideas used during the course of the study. Even when material was paraphrased, credit was given to the original source. This was done by properly citing and referencing the authors of whose works the researcher consulted during the course of this exercise.

Furthermore, to conduct data collection for the study, the researcher obtained permission (Creswell, 2014) [6] through

an authorisation from the administration of the University of Buea, Faculty of Education. Apart from that, the researcher sought the consent of respondent as the researcher made sure that there was an informed consent of the participants through approval from the administrative authorities of selected secondary schools whose students and teacher made up the sample for the study. The researcher made every effort to explain to the respondents the researcher’s agenda. The purpose of this study was explained to the participants so that they gave just what was required of them. The interests of the respondents were taken into consideration. Moreover, only personal details that were relevant to the study were sought. However, respondents were not obliged to give their names or anything that could reveal their identity. They were not even allowed to identify themselves either by name or by any other means as their responses to the questionnaire were done anonymously. Those who were not willing to participate were not forced to do so (Creswell, 2014) [6]. Only participants who consented and agreed to take part in the study did so. It was therefore a voluntary exercise. The researcher rewarded and appreciated those who provided valuable inputs (data, proofreading and sponsorship) in the study in order to avoid exploitation of participants and instead ensure reciprocity and respect (Creswell, 2014) [6].

Presentation of Findings

Research Question One: To what Extent do Instructional Materials Affect Students’ Academic Achievement in English Language?

In order to provide the frequencies of students’ responses to research question one, eight items were constructed to collect data. The information with regards to research question one are presented on Table 1 below.

Table 1: Students’ Opinion on the Effect of Instructional Materials on their Academic Achievement in English Language (n=295)

| Items on Instructional Materials | Stretched | | | | Collapsed | | Decision |
|--|----------------|----------------|----------------|----------------|-----------------|-----------------|----------|
| | SA | A | D | SD | SA/A | D/SD | |
| My English teachers always make use of tape recorders when teaching which interest me to learn listening comprehension in English. | 39 (13.2%) | 54 (18.3%) | 100 (33.9%) | 102 (34.6%) | 93 (31.5%) | 202 (68.5%) | D |
| My English teachers never make use of computers when teaching which makes my learning of English uninteresting. | 81 (27.5%) | 89 (30.2%) | 73 (24.7%) | 52 (17.6%) | 170 (57.7%) | 125 (42.3%) | A |
| I always do very well in reading comprehension exercises in English classes when my teachers make use of readers in the lessons. | 153 (51.9%) | 112 (38.0%) | 22 (7.5%) | 8 (2.7%) | 265 (89.9%) | 30 (10.2%) | A |
| When my English teachers teach with charts I understand better. | 88 (29.8%) | 108 (36.6%) | 71 (24.1%) | 28 (9.5%) | 196 (66.4%) | 99 (33.6%) | A |
| My English teachers always make use of workbooks in their lessons which always makes me participate in English writing. | 107 (36.3%) | 74 (25.1%) | 66 (22.4%) | 48 (16.3%) | 181 (61.4%) | 114 (38.7%) | A |
| My English teachers never use radios to teach which makes me not to enjoy listening comprehension. | 78 (26.4%) | 58 (19.7%) | 59 (20.0%) | 100 (33.9%) | 136 (46.1%) | 159 (53.9%) | D |
| My English teachers always use chalkboards to teach which make me not to be creative in the learning of English. | 58 (19.7%) | 73 (24.7%) | 84 (28.5%) | 80 (27.1%) | 131 (44.4%) | 164 (55.6%) | D |
| My English teachers do not make use of television to teach us occasionally which makes English lessons boring. | 80 (27.1%) | 65 (22.0%) | 53 (18.0%) | 97 (32.9%) | 145 (49.1%) | 150 (50.9%) | U |
| Multiple response set (MRS) | 684 (28.9%) | 633 (26.8%) | 528 (22.4) | 515 (21.8) | 1,317 (55.8) | 1,043 (44.2) | A |

A= Agreed, D = Disagreed, U= Undecided

Source: Researchers Field Work, 2022

The findings on Table 1 showed that, a majority of respondents said that: they always do very well in reading comprehension exercises in English classes when their teachers make use of readers in the lessons, their English teachers teach with charts which make them understand better, their English teachers always make use of workbooks

in their lessons which always make them participate in English writing and their English teachers never make use of computers when teaching which make their learning of English uninteresting, a relative majority. A majority of respondents disagreed that: their English teachers always make use of tape recorders when teaching which interest

them to learn listening comprehension in English, their English teachers always use chalkboards to teach which make them not to be creative in the learning of English and their English teachers never use radios to teach which make them not to enjoy listening comprehension. A slight majority of the respondents indicated that their English teachers do not make use of television to teach them occasionally which makes English lessons boring. In overall, based on research question one, findings showed

that the higher percentage (55.8%) of students' academic achievement in English Language are affected by the use of instructional materials. The grand total presentations of these findings are presented on the bar chart of figure 6 below for visual clarification.

The one sample t-test was employed to test and verify hypothesis one as shown on Table 2 below.

Ho₁: Instructional materials have no significant effect on students' academic achievement in English Language.

Table 2: T-test Analysis of Instructional Materials and Students' Academic Achievement in English Language

| | N | Mean | Std. Deviation | Std. Error Mean | Mean Difference | t _{cal.} | Df | Sig. (2-tailed) | t _{crit.} | Decision |
|-------------------------|-----|-------|----------------|-----------------|-----------------|-------------------|-----|-----------------|--------------------|------------------------|
| Instructional materials | 295 | 21.31 | 3.996 | .233 | 21.309 | 91.585 | 294 | .000 | 1.960 | Reject Ho ₁ |

N= Sample size, t_{cal.} = t_{calculated}, t_{crit.} = t_{critical}, df = Degree of Freedom

From the Table 2 above, since the calculated value (t_{cal} = 91.585) is greater than the critical value (t_{crit.} = 1.960) with df = 294 at p ≤ 0.05 level of significance, we reject the null hypothesis (Ho₁).

Followed on Table 3 below is the findings from the observation schedule in relation to the use of instructional materials in teaching English Language and students' academic achievement.

Table 3: Observation Schedule of Teachers on Instructional Materials

| Indicator | Themes/ key concepts | Frequency (Percentage) | Grounding | Sampled coded Observation |
|-------------------------|--|------------------------|----------------|--|
| Instructional Materials | Use of tape recorders and radios when teaching English. | 2(14.2%) | Fair | A few teachers do use tape recorders and radios to teach English which positively affect students' learning and achievement. |
| | Use of computers and televisions when teaching English. | 1(7.1%) | Unsatisfactory | Many teachers do not use computers and televisions to teach English which negatively influence students' learning and achievement. |
| | Use of charts and workbooks in teaching English. | 3(21.4%) | Average | Some teachers use charts and workbooks to teach English which positively affect students' learning and achievement. |
| | Use of readers and chalkboards to teach English lessons. | 8(57.1%) | Very good | Most teachers use just chalkboards and readers to teach English which negatively affect students' learning and achievement. |

From Table 3 above four themes were derived from the classroom observation of teachers based on the use of instructional materials in teaching English Language. The findings from the questionnaire responses were in line with the classroom practice. It was observed that most of the teachers did not make use of televisions and computers to teach their students. A few of them used tape recorders and radios in their lesson. Many teachers made use of readers and chalkboards to teach. Most of them came to class only with a reader and a notebook. If they had made use of a more sophisticated materials like televisions, tape recorders, radios, computers or even resource persons, it would have been better because the learners would have seen the

practical aspect of the lesson. So, instructional materials generally have a significant effect on students' academic achievement in English Language. This finding corroborated that of the questionnaire.

Research Question Two: To what extent do teaching methods affect students' academic achievement in English Language?

In order to provide responses to research question two, eight items were constructed in the questionnaire to collect the needed data. The statistics on students' response collected with regards to research question two are presented on Table 4 below.

Table 4: Students' Opinion on the Effect of Teaching Methods on their Academic Achievement in English Language (n=295)

| Items on Teaching Methods | Stretched | | | | Collapsed | | Decision |
|---|----------------|----------------|----------------|----------------|----------------|----------------|----------|
| | SA | A | D | SD | SA/A | D/SD | |
| We always exchange ideas with our English teachers in class which make me participate in English lessons. | 165 (55.9%) | 60 (20.3%) | 39 (13.2%) | 31 (10.5%) | 225 (76.2%) | 70 (23.7%) | A |
| My English teachers always lecture their lessons without allowing us to talk in class which makes me not to enjoy learning. | 64 (21.7%) | 53 (18.0%) | 63 (21.4%) | 115 (39.0%) | 117 (39.7%) | 178 (60.4%) | D |
| My English teachers always give assignments which make me to discover new ideas myself in English. | 194 (65.8%) | 79 (26.8%) | 11 (3.7%) | 11 (3.7%) | 273 (92.6%) | 22 (7.4%) | A |
| My English teachers never use debates in their lessons which make me not to speak English very well. | 52 (17.6%) | 69 (23.4%) | 90 (30.5%) | 84 (28.5%) | 121 (41%) | 174 (59%) | D |
| We often dramatise life situations in English lessons which motivate me to learn English. | 104 (35.3%) | 90 (30.5%) | 64 (21.7%) | 37 (12.5%) | 194 (65.8%) | 101 (34.2%) | A |
| I do not learn well when my English teachers always ask us questions in their lessons. | 21 (7.1%) | 28 (9.5%) | 105 (35.6%) | 141 (47.8%) | 49 (16.6%) | 246 (83.4%) | D |
| My English teachers always repeat a topic in many lessons which makes me to master the content better. | 129 (43.7%) | 114 (38.6%) | 34 (11.5%) | 18 (6.1%) | 243 (82.3%) | 52 (17.6%) | A |
| My English teachers mostly copy notes on the board without explaining the | 53 | 45 | 51 | 146 | 98 | 197 | D |

| | | | | | | | |
|---|----------------|----------------|----------------|----------------|----------------|----------------|----------|
| notes which make me not to enjoy English lessons. | (18.0%) | (15.3%) | (17.3%) | (49.5%) | (33.3%) | (66.8%) | |
| Multiple response set (MRS) | 782 | 538 | 457 | 583 | 1,320 | 1,040 | A |
| | (33.1%) | (22.8%) | (19.4%) | (24.7%) | (55.9%) | (44.1%) | |

Source: Researcher’s Field Work, 2022

Data on Table 4 above indicated that most respondents accepted that: English teachers always give assignments which make them to discover new ideas themselves in English, their English teachers always repeat a topic in many lessons which make them to master the content better, they always exchange ideas with their English teachers in class which make them participate in English lessons and they often dramatize life situations in English lessons which motivate them to learn English. Majority of respondents rejected the opinion that: they do not learn well when their English teachers always ask them questions in their lessons, English teachers mostly copy notes on the board without explaining the notes which make them not to enjoy English lessons, their English teachers always lecture their lessons

without allowing them to talk in class which make them not to enjoy learning and that their English teachers never use debates in their lessons which make them not to speak English very well.

Generally, based on research question two, findings revealed that a greater percentage of students (55.9%) agreed that academic achievement in English Language are affected by the use of teaching methods. The grand total presentations of these findings are presented on the bar chart of figure 7 below for visual clarification.

The one sample t-test was employed to test and verify hypothesis one as shown on Table 5 below.

Ho₂: Teaching methods have no significant effect on students’ academic achievement in English Language

Table 5: T-test Analysis of Teaching Methods and the Students’ Academic Achievement in English Language

| | N | Mean | Std. Deviation | Std. Error Mean | Mean Difference | t _{cal.} | Df | Sig. (2-tailed) | t _{crit.} | Decision |
|------------------|-----|-------|----------------|-----------------|-----------------|-------------------|-----|-----------------|--------------------|------------------------|
| Teaching methods | 295 | 24.55 | 4.258 | .248 | 24.546 | 99.004 | 294 | .000 | 1.960 | Reject Ho ₂ |

N=Sample size, t_{cal.} = t_{calculated}, t_{crit.} = t_{critical}, df = Degree of Freedom

From the Table 5 above, since the calculated value (t_{cal} = 99.004) is greater than the critical value (t_{crit.} = 1.960) with df = 294 at p ≤ 0.05 level of significance, we reject the null

hypothesis (Ho₂). Table 6 below presents the findings from the observation pertaining to teaching methods.

Table 6: Observation Schedule of Teachers on Teaching Methods

| Indicator | Themes/ key concepts | Frequency (Percentage) | Grounding | Sampled coded Observation |
|------------------|--|------------------------|----------------|--|
| Teaching Methods | Exchanging ideas and use of debates in English lessons. | 1 (7.1%) | Unsatisfactory | Many teachers do not exchange ideas with students or use debates in English which negatively influences students’ learning and achievement. |
| | Giving of assignments and asking of questions in English lessons. | 2(14.2%) | Fair | A few teachers do give assignments and ask questions in teaching English lessons which positively affect students’ learning and achievement. |
| | Repeating a topic and use of dramatization of life situations in English lessons. | 3(21.4%) | Average | Some teachers repeat a topic and use dramatization to teach English which positively affect students’ learning and achievement. |
| | Lecturing and copying of notes on the board without explaining in English lessons. | 8(57.1%) | Very good | Most teachers use only lectures and note copying to teach English which negatively affect students’ learning and achievement. |

As shown on Table 6 above, 8 teaching methods were observed as commonly used by teachers. Among these 8 teaching methods depicted, the lecture method was very successful especially in overcrowded classes in presenting notes to the students. During observation, the researcher realized that most English teachers depended solely on the use of lecture method in the presentation of their lessons. From the beginning to the end, two of the observed teachers used only the lecture demonstration method to teach. These methods were not really fit for the lesson because they did not give students the opportunity to propose their own idea of the concepts. During observation, 21.4% of the teachers made ample use of dramatization and drilling methods while 14.2% used assignments and questioning method in teaching English lessons which positively affected students’ learning and achievement. The teaching methods selected was highly suitable for the lesson because students participated very

well thereby rendering the acquisition of skills simple. However, apart from 7.1% observed teacher, many teachers did not make use of discussion and debate methods in teaching English Language which negatively influences students’ learning and achievement”. Therefore, teaching methods generally have a significant effect on students’ academic achievement in English Language. This finding supports the findings from the questionnaire.

Research Question Three: To what extent does Class Size Affect Students’ Academic Achievement in English Language?

In order to provide responses to research question three, eight items were constructed in the questionnaire to collect the needed data. The data collected with regards to research question three are presented on Table 7 below.

Table 7: Students’ Responses on the Effect of Class Size on their Academic Achievement in English Language (N=295)

| Items on Class size | Stretched | | | | Collapsed | | Decision |
|---|----------------|----------------|---------------|---------------|------------------|----------------|----------|
| | SA | A | D | SD | SA/A | D/SD | |
| In our English classes, 2 to 3 students sit on a bench which make us interactive in class. | 91 (30.8%) | 83 (28.1%) | 61 (20.7%) | 60 (20.3%) | 174 (58.9%) | 121 (41%) | A |
| I always understand my English lessons comfortably when we sit 2 to 3 on a bench in class. | 98 (33.2%) | 133 (45.1%) | 35 (11.9%) | 29 (9.8%) | 231 (78.3%) | 64 (21.7%) | A |
| We always sit 4 to 5 on a bench for English lessons which makes me not to ask questions in my lessons. | 56 (19.0%) | 63 (21.4%) | 83 (28.1%) | 93 (31.5%) | 119 (40.4%) | 176 (59.6%) | D |
| We are hardly many in our English class which makes me to have a good relationship with my English teachers. | 58 (19.7%) | 84 (28.5%) | 89 (30.2%) | 64 (21.7%) | 142 (48.2%) | 153 (51.9%) | U |
| When we are too many in English classrooms our English teachers do not mark our exercises, which makes me not to know my performance. | 87 (29.5%) | 100 (33.9%) | 69 (23.4%) | 39 (13.2%) | 187 (63.4%) | 108 (36.6%) | A |
| We often have a small class size of less than fifty (50) students which makes me to always participate more in English class lessons. | 59 (20.0%) | 84 (28.5%) | 78 (26.4%) | 74 (25.1%) | 143 (48.5%) | 152 (51.5%) | U |
| We never have a small class size which makes it difficult for our English teachers to discipline us. | 80 (27.1%) | 88 (29.8%) | 79 (26.8%) | 48 (16.3%) | 168 (56.9%) | 127 (43.1%) | A |
| Smaller class size makes me to always have a better relationship with my English teachers which makes me to learn well. | 130 (44.1%) | 101 (34.2%) | 37 (12.5%) | 27 (9.2%) | 231 (78.3%) | 64 (21.7%) | A |
| Multiple response set (MRS) | 659 (27.9%) | 736 (31.2) | 531 (22.5) | 434 (18.4) | 1,395 (59.1%) | 965 (40.9%) | A |

A= Agreed, D= Disagreed, U= Undecided

Source: Researcher’s Field Work, 2022

Data on Table 7 above showed that respondents mostly accepted that: they always understand their English lessons comfortably when they sit 2 to 3 on a bench in class, smaller class size make them to always have a better relationship with their English teachers which make them learn well, when they are too many in English classrooms their English teachers do not mark their exercises which make them not to know their performance, in their English classes; 2 to 3 students sit on a bench which make them interactive in class and they never have a small class size which makes it difficult for their English teachers to discipline them. Majority of respondents rejected that they always sit 4 to 5 on a bench for English lessons which make them not to ask

questions in their lessons. A slight majority agreed that they are hardly many in their English class which make them to have a good relationship with their English teachers and that they often have a small class size of less than fifty (50) students which make them to always participate more in English class lessons.

On aggregate, based on research question three, findings indicated that most (59.1%) of the students’ academic achievement in English Language are affected by class size. The one sample t-test was employed to test and verify hypothesis three as shown on Table 8 below.

Ho₃: Class size has no significant effect on students’ academic achievement in English Language.

Table 8: T-test analysis of class size and the students’ academic achievement in English Language

| | N | Mean | Std. Deviation | Std. Error Mean | Mean Difference | t _{cal.} | df | Sig. (2-tailed) | t _{crit.} | Decision |
|------------|-----|-------|----------------|-----------------|-----------------|-------------------|-----|-----------------|--------------------|------------------------|
| Class Size | 295 | 20.99 | 3.547 | .206 | 20.986 | 101.635 | 294 | .000 | 1.960 | Reject Ho ₃ |

N= Sample size, t_{cal.} = t_{calculated}, t_{crit.} = t_{critical}, df = Degree of Freedom

From the Table 8 above, since the calculated value (t_{cal} = 101.635) is greater than the critical value (t_{crit.} = 1.960) with df = 294 at p ≤ 0.05 level of significance, we reject the null

hypothesis (Ho₃). Table 9 below presents the findings from the observation pertaining to class size.

Table 9: Observation Schedule of Teachers on Class Size

| Indicator | Themes/ key concepts | Frequency (Percentage) | Grounding | Sampled coded Observation |
|------------|---|------------------------|----------------|---|
| Class Size | Average class size of around 50 students in English and students understand in it. | 1 (7.1%) | Unsatisfactory | A few teachers teach in an average class size and it is easy to understand which positively affect students’ learning. |
| | Small class size of less than 50 students which make students participate more in English lessons and students have better relationship with their English teacher. | 2(14.2%) | Fair | Some teachers teach in smaller class sizes and students ask questions and answer teachers’ questions and they generally participate more which has a positive effect on their learning. |
| | Smaller class size makes discipline easier for English teachers and makes students to learn well. | 3(21.4%) | Average | Most teachers do not teach in small class size of less than 50 students and students do not really pay attention in class since there is a lot of noise and slants during teaching-learning and this negatively affecting learning. |
| | Overcrowded class sizes of more than 50 students in which students do not focus in English and teachers do not mark exercises. | 8(57.1%) | Very good | Many teachers teach in an overcrowded class and students do not focus since there is too much noise and a lot of distraction thus negatively affecting the level of concentration. |

From Table 9 above, amongst the 8 English classes observed with regard to small class size, it was realised that a few teachers taught in an average class size and it was easy to understand since there was concentration when the teacher was teaching because nobody made noise without being identified. Also, some teachers taught in smaller class sizes and students asked questions and answered teachers' questions and they generally participated more. In smaller class sizes teacher-students' relationship was fostered since the smaller the class size, the better the level of interaction with the teacher during lessons. There was effective students-teacher relationship. Most teachers did not teach in small class sizes of less than 50 students and students did not really pay attention in class since there was a lot of noise and slants during teaching-learning and it stressed teachers which made them not to mark exercises thus, making

evaluation difficult and negatively affect ting learning. However, many teachers taught in an overcrowded class and students did not focus since there was too much noise and a lot of distraction thus negatively affecting the level of concentration. Therefore, class size has a significant effect on students' academic achievement in English Language. This finding is in tandem with findings from the questionnaire.

Research Question Four: To what extent does teacher-student's interaction affect students' academic achievement in English Language?

In order to provide responses to research question four, eight items were constructed in the questionnaire to collect the needed data. The data collected with regards to research question four were presented on Table 10 below.

Table 10: Students' Responses on Teacher-Students' Interaction on their Academic Achievement in English Language (n=295, 294)

| Items on Teacher-Student's Interaction | Stretched | | | | Collapsed | | Decision |
|---|----------------|----------------|----------------|----------------|------------------|------------------|----------|
| | SA | A | D | SD | SA/A | D/SD | |
| Our English teachers always allow a relaxed classroom for learning which helps me to learn English well. | 110 (37.3%) | 110 (37.3%) | 40 (13.6%) | 35 (11.9%) | 220 (74.6%) | 75 (25.5%) | A |
| Our English teachers never allow us to make our own choices in the classroom which makes us not to have a sense of belonging. | 56 (19.0%) | 69 (23.4%) | 105 (35.6%) | 65 (22.0%) | 125 (42.4%) | 170 (57.6%) | D |
| My English teachers are very approachable in class which makes me to have a positive attitude towards them. | 82 (27.8%) | 100 (33.9%) | 77 (26.1%) | 36 (12.2%) | 182 (61.7%) | 113 (38.3%) | A |
| Our English teachers hardly respect us in class which makes me not to feel a sense of belonging. | 51 (17.3%) | 62 (21.0%) | 97 (32.9%) | 85 (28.8%) | 113 (38.3%) | 182 (61.7%) | D |
| My English teachers always communicate with us in a polite manner which makes me to understand what they teach. | 116 (39.3%) | 96 (32.5%) | 48 (16.3%) | 35 (11.9%) | 212 (71.8%) | 83 (28.2%) | A |
| Most of my English teachers know me by my name which motivates me to do well in English lessons. | 82 (27.8%) | 79 (26.8%) | 80 (27.1%) | 54 (18.3%) | 161 (54.6%) | 134 (45.4%) | A |
| The classroom relationship between my English teachers and I make me to perform very well in class activities. | 80 (27.1%) | 107 (36.3%) | 66 (22.4%) | 41 (13.9%) | 187 (63.4%) | 107 (36.3%) | A |
| Most of my English teachers create a tense classroom which makes me not to learn English comfortably. | 54 (18.3%) | 71 (24.1%) | 79 (26.8%) | 90 (30.5%) | 125 (42.4%) | 169 (57.3%) | D |
| Multiple response set (MRS) | 631 (26.7) | 694 (29.4) | 592 (25.1%) | 441 (18.7%) | 1,325 (56.2%) | 1,033 (43.8%) | A |

Source: Researcher's Field Work, 2022

Following data on Table 10 above majority of respondents agreed to that: their English teachers always allow a relaxed classroom for learning which help them to learn English well, their English teachers always communicate with them in a polite manner which make them to understand what they teach, the classroom relationship between their English teachers and them make them to perform very well in class activities, their English teachers are very approachable in class which make them to have a positive attitude towards them and most of their English teachers know them by their names which motivate them to do well in English lessons. Many respondents refused that: their English teachers hardly respect them in class which make them not to feel a sense of

belonging, their English teachers never allow them to make their own choices in the classroom which make them not to have a sense of belonging and their English teachers create a tense classroom which make them not to learn English comfortably.

In overall, based on research question four, findings showed that 56.2% of the students' academic achievement in English Language are affected by teacher-student's interaction. The one sample t-test was employed to test and verify hypothesis three as shown on Table 11 below.

Ho₄: Teacher-students' interaction has no significant effect on students' academic achievement in English Language.

Table 11: T-test analysis of teacher-students' interaction and the students' academic achievement

| | N | Mean | Std. Deviation | Std. Error Mean | Mean Difference | t _{cal.} | Df | Sig. (2-tailed) | t _{crit.} | Decision |
|-------------------------------|-----|-------|----------------|-----------------|-----------------|-------------------|-----|-----------------|--------------------|------------------------|
| Teacher-students' interaction | 295 | 22.21 | 5.306 | .309 | 22.214 | 71.904 | 294 | .000 | 1.960 | Reject Ho ₄ |

N= Sample size, t_{cal.} = t_{calculated}, t_{crit.} = t_{critical}, df = Degree of Freedom

From Table 11 above, since the calculated value (t_{cal} = 71.904) is greater than the critical value (t_{crit.} = 1.960) with df = 294 at p ≤ 0.05 level of significance, we reject the null

hypothesis (Ho₄). Table 12 below presents the findings from the observation pertaining to teacher-Students' Interaction.

Table 12: Observation Schedule of Teachers on Teacher-Students’ Interaction

| Indicator | Themes/ key concepts | Frequency (Percentage) | Grounding | Sampled coded Observation |
|--------------------------------|---|---------------------------|----------------|---|
| Teacher-Students’ Relationship | English teachers allow a relaxed classroom for learning English and allow students make their own choices in English classroom. | 1 (7.1%) | Unsatisfactory | A few teachers allow a relax atmosphere for English which positively influences students’ learning and achievement. |
| | English teachers are approachable and respect students in English classes. | 2(14.2%) | Fair | Some teachers are not approachable and respectful in English lessons which negatively affects students’ learning and achievement. |
| | English teachers communicate politely to students and have a good classroom relationship with their students. | 3(21.4%) | Average | Most teachers communicate politely to students which positively affects their relationship and affects students’ learning and achievement”. |
| | English teachers call students by their names and create a tense classroom. | 8(57.1%) | Very good | Many teachers do not call students by their names and create a tense classroom which negatively affect students’ learning and achievement. |

From Table 12 above, amongst the 8 English classes observed with regard to teacher-students’ interaction, it was observed that a few teachers allowed a relax atmosphere for English which positively influences students’ learning as they could make their own choices in the classroom. This made the students had a sense of belonging. Also, some teachers are not approachable and respectful in English lessons which negatively affects students’ learning and achievement. Most teachers communicate politely to

students which positively affects their relationship and affects students’ learning and achievement. However, many teachers do not call students by their names and create a tense classroom which negatively affect students’ learning and achievement.

Summary of Findings

Table 13 below was used to summarise the findings of the study.

Table 13: General Summary of Findings

| Research Questions | Research Hypotheses | Statistical Test | Findings |
|--|--|---|---|
| To what extent do instructional materials affect students’ academic achievement in English Language? | Ho ₁ : Instructional materials have no significant effect on students’ academic achievement in English Language. | ($t_{cal} = 91.585$) is greater than the critical value ($t_{crit.} = 1.960$) with $df = 294$ at $p \leq 0.05$ level of significance, Reject Ho ₁ | There was statistically enough evidence that instructional materials <i>affect students’ academic achievement in English Language greatly</i> (55.8%). |
| To what extent do teaching methods affect students’ academic achievement in English Language? | Ho ₂ : Teaching methods have no significant effect on students’ academic achievement in English Language. | ($t_{cal} = 99.004$) is greater than the critical value ($t_{crit.} = 1.960$) with $df = 294$ at $p \leq 0.05$ level of significance, Reject Ho ₂ | There was statistically enough evidence that teaching method <i>affect students’ academic achievement in English Language substantially</i> (55.9%). |
| To what extent does class size affect students’ academic achievement in English Language? | Ho ₃ : Class size has no significant effect on students’ academic achievement in English Language. | ($t_{cal} = 101.635$) is greater than the critical value ($t_{crit.} = 1.960$) with $df = 294$ at $p \leq 0.05$ level of significance, Reject Ho ₃ | There was statistically enough evidence that class size <i>affect students’ academic achievement in English Language largely</i> (59.1%). |
| To what extent does teacher-student’s interaction affect students’ academic achievement in English Language? | Ho ₄ : Teacher-students’ interaction has no significant effect on students’ academic achievement in English Language. | ($t_{cal} = 71.904$) is greater than the critical value ($t_{crit.} = 1.960$) with $df = 294$ at $p \leq 0.05$ level of significanc, Reject Ho ₄ | There was statistically enough evidence that teacher-students’ interaction <i>affect students’ academic achievement in English Language strongly</i> (56.2%). |

Conclusion

Classroom factors have a significant effect on students’ academic achievement in English Language. In other words, classroom factors greatly (more than 50%) affect students’ academic achievement in English Language. This study thereby clarifies through ample statistical evidence that classroom factors (class size = 59.1%, teacher-students’ interaction = 56.2%, teaching methods = 55.9% and instructional materials = 55.8% respectively), when effectively implemented have higher prospect in improving students’ academic achievement in English language. However, if they are not properly implemented in teaching-learning, they will not be consequential on students’ achievement or may even tend to have a negative effect on students’ academic achievement in English language as they will impair rather than repair the achievement of students.

Recommendations

Based on the findings, it was recommended that policy makers focus on putting in place policies that foster the designing and usage of specific instructional materials for the teaching and learning of English Language. There should be effective training on the use of specific instructional materials of English Language such as televisions, tape recorders, and computers. Moreover, it is recommended that there is need for resource centers to be instituted in schools to serve as reservoirs of those instructional materials that would be used to facilitate teaching and learning in English Language. As far as teaching methods are concerned, it was recommended that school authorities should ensure that every English Language teacher has a copy of the new syllabus which prescribes specific methods, as well as

materials and assessment strategies in the teaching of English Language. Copies of these syllabuses should also be placed in the school library to facilitate access for both teachers and students. Again, the relevant authorities should carry out sustained supervision of instruction of the subject to aid and guide teachers in learning to use the new teaching methods prescribed in the subject syllabus in order to raise the quality of teaching. On the part of teachers, they should learn how to use two or more teaching methods together during a teaching-learning experience so as to achieve the desired objectives. They should make use of innovative teaching techniques like discussion, dramatisation and debates which will make their teachings highly effective. If possible, teachers could even go back to more specific English Language teaching methods which could make a great difference in English Language.

It was recommended that educational planners should ensure that with an increase in students' population, arrangements should be made for commensurate increase in infrastructural development, especially classrooms. The administration should therefore construct more classrooms to reduce overpopulated classes. Again, it is imperative for English laboratories to be instituted in schools.

Moreover, it was recommended that teachers continue to foster interactivity in their lessons and employ effective use of reinforcements to foster productive students' behaviour and to limit unwanted behaviour. Teachers need to continue to select learning experiences which make learning engaging, activity driven and fun-filled and in choosing curriculum patterns that take into consideration individual goals, needs and interests of students. This will go a long way to improve the quality of teaching, learning and overall students' achievement.

References

1. Aina K, Ogundele G, Olanipekun S. Students' proficiency in English language relationship with academic performance in science and technical education. *American Journal of Education Research*. 2013; 1(9):355-358.
2. Akomolafe CO, Adesua VO. The classroom environment: A major motivating factor towards high academic performance of senior secondary school students in the South West Nigeria. *Journal of Education and Practice*. 2015; 6(34):17-21.
3. Alvi MH. A manual for selecting sampling techniques in research. Pakistan, Munich Personal RePEc Archive, 2016.
4. Chumbow BS, Simo-Bobda A. The life cycle of post imperial English in Cameroon: In Fishman *et al* (Ed.), *Post-imperial English: Status of English after Colonialism*. Mouton de Gruyter, 1996.
5. Coskun K. What happens during teacher-student interaction in the first year of primary school, 2020. Retrieved from: Doi: <https://doi.org/10.1177/2158244020926566>.
6. Creswell JW. *Research design: Qualitative, quantitative, and mixed methods approaches*. 4th edn. Thousand Oaks: California, Sage, 2014.
7. Endeley MN, Zama MA. *Perspectives in curriculum studies*. The United States of America, Spears Book, 2021.
8. Etomes SE, Lyonga FIN. Student-teacher ratio and students' academic performance in public universities: The case of the University of Buea, Cameroon. *European Journal of Education Studies*. 2020; 7(6):23-51.
9. Fonka HM. Decline in spoken English on Anglophone campuses in the Francophone regions in Cameroon. *International Journal of English Language & Translation Studies*. 2014; 2(2):11-22.
10. Fontem NA, Oyetade, SO. Declining Anglophone English Language proficiency in Cameroon: What factors should be considered? *Globalisation and the African experience: Implications for language, literature and education*. University of Buea, Cameroon, 2005.
11. Jenn NC. Common ethical issues in research and publication. *Malays Fam Physician*. 2006; 1(2-3):74-76.
12. Jwan J. *Conducting qualitative research: Current trends & developments*. Wide Research Workshop, 2010.
13. Kagan J. *The nature of the child*. Basic Books, 1984.
14. Khoiriyah A. Classroom interaction in English speaking class: A naturalistic study at English one course Surakarta. Muhammadiyah University of Surakarta, 2018.
15. Kindzeka ME. Cameroon teachers protest, seek reinstatement of corporal punishment amid rising violence, 2020. Retrieved from: https://www.voanews.com/a/africa_cameroon-teachers-protest-seek-reinstatement-corporal-punishment-amid-rising-violence/6182802.html
16. Kotut JB. The factors influencing performance of English as a subject in Kenya Certificate of Primary Education in Nakuru town, East Sub-County, Kenya. 2016. Retrieved from, <https://rediee.cl/wp-content/uploads/project-research.pdf>
17. Mills GE, Gay LR. *Educational research: Competencies for analysis and application*. 12th edn. Pearson Education, Inc, 2018.
18. Ministry of Secondary Education Republic of Cameroon. English language programme of study for secondary general education, Anglophone sub-system: III, IV and V. Ministry of Secondary Education, 2014.
19. Mishra SB, Alok S. *Handbook of research methodology: A compendium for scholars & researchers (Based on revised syllabus of research methodology of various universities)*. Educreation Publishing, 2017.
20. Moliki JN. Classroom factors and their effect on secondary school students' academic achievement in English language in the Buea Municipality, South West Region of Cameroon. Unpublished master dissertation. The Faculty of Education, University of Buea, 2022.
21. Neba DN. The use of interaction patterns in the teaching of English language and their effect on student language performance. *African Journal of Social Sciences*. 2019; 10(4):1-14.
22. Odey CO, Arikpo JB, Oko BA. Teaching methods and academic performance of students in Civic Education in Calabar metropolis, Cross River State, Nigeria. *International Journal of Curriculum and Instruction*. 2021; 13(3):2215-2231.
23. Orgunsiji Y, Fakeye, OD. English language proficiency as a predictor of academic achievement among EFL students in Nigeria. *European Journal of Scientific Research*. 2009; 37(3):490-495.
24. Pillar B, Skilling M. English language teaching strategies used (Unpublished research), 2005.

25. Stephina AI. Factors influencing classroom learning as perceived by students in two selected nursing schools in Enugu Metropolis, 2016. Retrieved from: <http://repository.unn.edu.ng/bitstream/handle/123456789/AGU%2C%20IFEYNWA%20STEPHINA.pdf?sequence=1&isAllowed=y>
26. Taherdoost H. Sampling methods in research methodology; How to choose a sampling technique for research. *International Journal of Academic Research in Management (IJARM)*. 2016; 5(2):18-27.
27. Tambo LI. Principles and methods of teaching. 2nd edn. Cameroon, ANUCAM, 2012.
28. Thompson. Classroom teachers urgently need to know more about effective strategies for teaching English learners. Sage, 2004.
29. Yin RK. Case study research, design and methods. Sage, 2003.