

## ASSESSMENT OF TEACHER-STUDENTS INTERACTIVE TEACHING STRATEGIES AND STUDENTS' ACADEMIC OUTCOMES OF SECONDARY SCHOOL STUDENTS IN IKOT EKPENE LOCAL GOVERNMENT

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### Abstract

The study examined teacher-students interactive teaching strategies and students' academic outcomes of secondary school students in Ikot Ekpene Local Government. In order to carry out this study, specified research objectives. The research design for this study is a survey design. The population of the study consisted of all the 8792 Junior Secondary students from the 11 secondary schools in Ikot Ekpene Local Government Area. Simple random sampling technique was used to select 313 respondents out of the population. The instrument used for data collection was questionnaire. The instrument was validated by experts in Test and Measurement. Cronbach Alpha reliability technique was used for testing the reliability of the instrument and reliability index of .72 was realized, hence the instrument was regard as being reliable. Data from completed questionnaires was subjected to descriptive and PPMC analysis. The finding showed and concludes that teacher-Students Interactive Teaching Strategies promotes students' academic outcomes of secondary school students in Ikot Ekpene Local Government. Based on the findings in this study and the discussions that followed, it is recommended that Government at all tiers through State Secondary Education Board should embark on training and retraining programmes for teachers to enhances their students-students teaching interactive teaching strategies and this we know, will foster students' academic outcomes in English Language

**Keywords: Teacher; Students; Interactive Teaching Strategies; Academic Outcomes; School**

### Introduction

This teaching strategy adopts the strategies used by both teacher-centered and student-centered approaches. The subject information produced by the learners is remembered better than the same information presented to the learners by the lecturer (Ajayi, and Alani(2006); Femi, (2003); Adeworju 2009). The method encourages the students to search for relevant knowledge rather than the lecturer monopolizing the transmission of information to the learners. As such, research evidence on teaching approaches maintains that this teaching method is effective in improving students' academic performance (Damodharan and Rengarajan, 1999).

Using interactive methods turn the teaching process to interesting and attractive process of students' actions. In this way it is necessary to use discussion (thinking, forming self-opinions and ideas, making choice, drawing, painting, and writing), group work or pair work of students (Alimov, 2009).

Each subject is directed to determine problem, solve it and use it, so concerning the interactive methods we find necessary to connect periods of lesson with the problem-based Learning. Problem solving is one of the significant competencies of person. Our society has a need in problem solving people and specialists. Problem solving is to make a choice and make a decision. This method interests the students' to find the answer to the problematic question, to discuss it and teaches them to give their opinion (Savery, 2006).

Association method is a graphical way to represent ideas and concepts, a visual thinking tool that helps structuring information, helping you to better analyze, comprehend, recall and generate new ideas. It is a simple technique for drawing information in diagrams, instead of writing. Usually only the left hemisphere of brain is thinking centre, so association method is aimed to use its both hemispheres in the thinking process. The left hemisphere of brain naturally answers for creative thinking, abstract thinking, activities, problem solving, self-criticizing and evaluating. Association method has the following advantages: quick reminding and quick remember, regulating the thinking process, develop the associative thinking, creative thinking, planning and carrying out the objectives, to save time of reflections (B'uzen, 2007).

It is effective to use "Time for fun" in order to create positive psychological atmosphere and to lighten the mood and interest of students to the lesson. Warm up activities help to feel free and avoid the suspiciousness and uncertainty (Ross-Fisher, 2005).

Small group works form the students' feelings of unity and in this way show their participation. To work in groups is very interesting and attractive. Organizing the group work teacher reaches the following objectives: each participant of learning process creates the relationship with each-other; they get rid of excitement and uncertainty; it helps to show the abilities and peculiarities of each student, as well as form the atmosphere freedom and belief (Turgynbaeva and Alimov, 2011).

Ahmed, Effiong and Akintola (2011) investigated the impact of students-teachers interactive teaching methods and academic achievement of students among Secondary schools in Kwara State. The study delimited its scope to two indicators of students-teachers interactive teaching methods and students' academic performance. The population of the study comprised all secondary schools students and teachers, a total of 288 schools. Twenty students and ten teachers from each school were randomly selected as the sample of the study. A total of 2460 teachers and 4860 students participated in the study. The data were analyzed using Cronbach's Alpha reliability Coefficient to check the reliability of questionnaire and the value was .856. Pearson Product Correlation Coefficient analysis was used to determine the differential impact of students-teachers interactive teaching methods on the academic achievement of students. The findings revealed that there was a correlational relationship between students-teachers interactive teaching with student academic achievement. Moreover, the study recommended that teachers should be provided with the appropriate

resources and assistance to meet the needs of their students beyond academic instruction. Although there is no “one size fits all” solution, teachers should have the opportunity to develop a myriad of strategies that will help them understand the diversity and the complexity of their issues. Diversity and awareness training can be provided.

## RESEARCH METHODS

### Research Design

A survey design was used for this study. This approach was considered most appropriate because it helped the researcher to describe, examine, record, analyze and interpret the variables that were found in the study. It is also useful because of the relatively large population from which the information was collected.

### Area of the Study

Ikot Ekpene was chosen as a study area for this study. Ikot Ekpene LGA is located on latitude 0532°North and longitude 07 56°East.

### Population of the Study

The population of this study consisted of eight thousand six hundred and ninety two (8792) students from the 11 secondary schools in Ikot Ekpene Local Government Area offering English language.

### Sample and sampling Technique

A sample of 313 Junior Secondary School II students offering English Language was used for the study. First and foremost, five out of eleven schools were selected using hat and draw method as representative schools. Proportional sampling techniques was employed in selecting the respondents from the five sampled public secondary schools in Ikot Ekpene Local Government Area. The sample size was statistically determined using the sample fraction.

### Instrumentation

The research instruments used for the study were achievement test and Questionnaire. The instruments elicited information on the dependent and independent variables. Likert (1932) modified scale of measurement was used in the study.

### Validation of the Research Instrument

The two research instruments were given to validate by research experts. The purpose was to ensure that items on the questionnaire were properly worded to meet the respondents' level of understanding and comprehensively covered the research objectives. Finally, the purpose of the validation of the instrument was to determine face and content validity. At the end, the instruments were adjudged valid for use.

### Reliability of the Instrument

The researcher adopted Pearson Product Moment Correlation (PPMC) analysis to determine the reliability of the instruments. In the trial testing, a total of 20 students who were not part of the main study were randomly selected from the secondary schools in the study area, and the instruments administered. The data collected were analyzed and the result of the showed 0.72 reliability coefficient. This indicated that the instrument was reliable for use.

### Administration of the Instrument

The questionnaire was administered to the sampled English Language students JSSII after obtaining permission from the school principals. The teachers of the selected classes assisted the researcher in the distribution and collection of completed copies of the questionnaire including the English Language Achievement Test on the spot method. This method adopted by the researcher to ensure that time was judiciously utilized and to avoid missing copies of the questionnaire. At the end, all the copies distributed were collected for subsequent analysis.

### Method of data analysis

The collected data were analyzed using appropriate statistical technique such as descriptive statistics for research questions while Pearson Product Moment Correlational analysis was used to test the null hypothesis.

## DATA ANALYSIS

**Research Question:** What is the relationship between teacher-students interactive teaching strategies and students' academic outcomes in English Language?

**Table 1: Summary of PPMC Test for Relationship between teacher-students interactive teaching strategies and students' academic outcomes**

Variables	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	r-cal
teacher-students interactive teaching strategies	3479	45203	45067	0.608
students' academic outcomes	3805	50347		

Table 1 shows the summary of the relationship test between teacher-students teaching strategies and students' academic outcomes using PPMC analysis. The result shows that the calculated r-value is 0.608, indicating a high positive correlation between teacher-students interactive teaching strategies and students' academic outcomes. Thus, teacher-students interactive teaching strategies have a very high positive effect on students' academic outcomes.

## Hypothesis Testing

There is no significant relationship between teacher-students' interactive teaching strategies and students' academic outcomes in English Language.

**Table 2: PPMC Test of Significant Relationship between teacher-students' interactive teaching strategies and students' academic outcomes in English Language**

Variables	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	r-cal	df	rcrit	Decision
teacher-students interactive teaching strategies	3479	45203	45067	0.608	305	0.113	*
students' academic outcomes	3805	50347					

**n= 313, \*= significant at  $p < 0.05$**

Table 2 shows that the calculated r-ratio is 0.608, indicating a very high positive relationship between teacher-students interactive teaching strategies and students' academic outcomes in English Language. At 305 degree of freedom and .05 level of significance, the tabulated r-value is 0.113. Since the rcal is greater than the rcrit, the null hypothesis is rejected and the alternate is accepted. Thus, there is a significant relationship between teacher-students' interactive teaching strategies and students' academic outcomes in English Language.

## Discussion of Findings

Findings from the analysis show that there is a very high positive correlation between teacher-students interactive teaching strategies and students' academic outcomes. Thus, teacher-students interactive teaching strategies have a very high positive effect on students' academic outcomes. The corresponding hypothesis test also validates the result that there is a significant correlation between teacher-students' interactive teaching strategies and students' academic outcomes in English Language. This finding is supported by Alan (2006) and Femi (2003) which found that this strategy adopts both teacher centred and student centred approaches, thus, blending the benefits of both teaching methods and reducing the weakness of each. This in effect enhances instruction, which leads to better academic outcomes. This finding is also corroborated by Ahmed, Effiong and Akintola (2011), which found that -students' interactive teaching strategies enhances academic performance of students to a very great extent.

## Conclusion

Based on the analysis and findings of the study, it was concluded that, teacher-Students Interactive Teaching Strategies promotes students' academic outcomes of secondary school students in Ikot Ekpene Local Government

## Recommendations

Based on the findings in this study and the discussions that followed, it is recommended that

Government at all tiers through State Secondary Education Board should embark on training and retraining programmes for teachers to enhance their students' teaching interactive teaching strategies and this we know, will foster students' academic outcomes in English Language

Principal of schools should be made to supervise teachers teaching strategies like teacher-centered teaching strategies to ensure it is both rewards driven. School management should create an enable environment by enrolling sizeable number of students for class to ensure effective teacher-students teaching strategies.

School management should create an enable environment by enrolling sizeable number of students for class to ensure effective teacher-students teaching strategies.

Teachers should develop and appear friendly but remain firm in-order to achieved the objectives of teacher-students interactive teaching strategies and students' academic outcomes in social studies

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