

Improving Achievement in English Grammar Among Senior Secondary Students Through Teacher-Student Interaction, Lesson Delivery and Job Satisfaction in Ibadan, Nigeria

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Abstract

The study investigated teachers' lesson delivery, job satisfaction and teacher-student relationship as correlates of achievement in English Grammar among senior secondary students in Akinyele Local Government Area, Ibadan, Oyo State. The descriptive design of correlational type was adopted. The participants were 300 SS2 students and 10 teachers drawn randomly from selected senior secondary schools in Akinyele Local Government, Ibadan. The instrument used were English Grammar Achievement Test ($r=0.81$), Teacher Lesson Delivery Rating Scale ($r=0.90$), Teacher Job Satisfaction Questionnaire ($r=0.81$) and Teacher-Student Relationship Questionnaire ($r=0.79$). Four research questions were answered, while data were analysed using Pearson Product Moment Correlation (PPMC) and Multiple Regression Analysis (MRA) at 0.05 level of significance. Findings revealed that there were positive relationships between students' achievement in English grammar and teacher job satisfaction ($r=0.349$), teacher-student relationship ($r=0.172$) and lesson delivery ($r=0.560$) respectively. Also, the composite contribution of teacher job satisfaction, lesson delivery and teacher-student relationship to students' academic achievement is significant ($F=48.334$, $R=0.573$, $R^2=0.329$) accounting for 32.9% of the variance in achievement. The relative contributions are $\beta=0.420$, $\beta=0.172$ and $\beta=0.183$ for lesson delivery, job satisfaction and teacher-student relationship respectively. Thus, it is recommended that English teachers create a nurturing atmosphere which will enhance the learning of grammar with less worry and anxiety. Also, English teachers need improve their lesson delivery and efforts should be made by government to improve the work conditions of teachers.

Keywords: Job satisfaction, lesson delivery, teacher-student interaction, Achievement in English grammar

Introduction

Grammar is highly essential to English language as it is the aspect that gives it a structure and makes it meaningful. When grammar rules are flouted, expressions become mangled thus inhibiting communication. Thus, Akinbode (2006) calls grammar the spinal cord of any language and the mastery of it connotes competence. This means a competent user of English language must be proficient in grammar as this would be evident in all his/her four language skills. That is, poor mastery of English grammar would always show in users' productive skills of writing and speaking and also affect their receptive skills of listening and reading.

Language is rule-governed and its use is holistic which means, poor mastery of grammar may manifest in virtually all aspects of language use. Be it essay and summary writing, lexis and structure and answers to comprehension questions, grammar is of high importance and the skeleton of English language. Even the question pattern of West African Examinations Council (WAEC) English Language examination reveals that the knowledge of grammar is integrated into papers 1 and 2 of the examination. For instance, the paper one examines candidates on letter/essay writing, comprehension and summary. In

letter/essay writing, grammar is tested under expression and mechanical accuracy, and it takes 30 out of the 50 marks allocated to that section.

In comprehension and summary, every correct answer given is first checked to ascertain whether it is grammatical before it is awarded full marks; if not, half a mark is deducted for each grammatical error committed for each answer (WAEC, 2012). Also, Paper 2, which is the objective test usually, tests candidates' knowledge of lexis and structure (grammar) and Osisanwo (1990) reports that it favours structure to the detriment of lexis (vocabulary) with a ratio of 45: 55. All the indices show that prominence is given to grammar even by WAEC.

Additionally, Baldeh (2011) notes that an educational failure is primarily a linguistic failure, therefore, a good educational system requires that the products of the system communicate their thoughts, ideas, emotions, and attitudes unambiguously and coherently. This is however achieved through competent and proficient use of grammar. Even Crystal (2004) explains grammar as the structural foundation of our ability to express ourselves. This means that the more we are aware of how grammar works, the more we can effectively use language to communicate to ourselves.

However, it is obvious that most Nigerian students have a defective or inadequate knowledge of grammar which is quite evident in their performances in English language in external examinations yearly. For instance, the May/June 2014 WAEC results, recorded mass failure in English language and even that of 2017, though fair, yet not encouraging as most of the 59.22% who passed, had just credit passes.

The reasons for the seasonal failures are not farfetched as the WAEC Chief Examiner's Report 2017 indicated that *in answering comprehension and summary questions, many candidates exhibited the inability to express themselves correctly in their own words as expressions not taken verbatim from the passage contained lots of grammatical flaws. Their essays were flawed with construction of loose sentences, translation from mother tongue to English language and abuse of basic rules of grammar. And this strongly indicates that all is not well with the students' attainment in the cognitive domain and the consequence of this mass failure is delay from advancing in their studies to higher schools of learning (Fakeye, 2002).*

In order to alleviate the unending failures being recorded yearly in English language, it then becomes imperative that attention be given to the factors that determine achievement in English grammar since competency in it ensures high score in English language. As a student and teacher of the language itself, few experience gathered through the years showed that beside the home, student, and teacher factors influencing the academic achievements of students, the teacher factor is the most prominent since teachers are the ones who translate the curriculum to students in the classroom, they are also the students' first point of contact to correct grammatical knowledge hence, they are necessary instruments to the success of educational programmes Adeniji (2001).

Obadara (2011) also emphasizes that the classroom teacher is one of the main determinants of educational achievements, whose academic qualifications, relevant professional training, working experience, instructional delivery technique, mastery of the subject matter and the likes are most significant determinants of effective teaching. Afe (2003) equally encapsulates the importance of the teacher towards ensuring the academic achievement of students by stating that they perform the responsibilities of converting

educational policies, contents of curricula, instructional materials and students' learning outcomes assessments.

Thus, it is evident that teachers play pivotal roles in the teaching and learning process and their qualifications, training, experience and motivation contribute to making them one of the primary determinants of students' academic and lifetime achievements (Abimbola 2004; Ayodele and Adegbile 2007). English language teachers most especially have a lot of responsibilities and challenges as they are at the forefront of inculcating in learners permanent literacy in English and help them to lay a solid foundation for academic success at higher education level' (FRN, 2004). Therefore, the teacher factors indeed need to be continuously researched in order to maximise teacher's productivity so as to ensure students' improvement in their performance. We therefore need to realise that no amount of strategies can work when the teachers using those strategies are hindered by some factors.

Many factors have been seen to be affecting English language teachers and consequently lead to low/high achievement of students, but this study observes three out of the factors as affecting English language teachers' outputs and consequently leading to students' achievements; whether low or high in English grammar. These factors include teachers' job satisfaction, lesson delivery and relationship with students. According to Brian (2016), job satisfaction refers to the positive attitudes or emotional dispositions people may gain from work or through aspects of work. The two most common definitions of job satisfaction cover the affective feeling an employee has towards their job; it could be towards the job in general or towards specific aspects of it such as, the salary/wages, co-workers, work condition etc.

Workers need to be satisfied with what they do in order to get the maximum out of them and this applies to teachers as well, a dissatisfied teacher cannot teach effectively or efficiently. Lack of satisfaction in the job workers do have been seen to cause complacency, laxity and idleness, since there is nothing to motivate them to work. In fact, it was the result of dissatisfaction that has caused the many agitations exhibited through strikes and demonstrations by teachers in the country at one point or the other. Many English teachers do not even attempt to go the extra miles to improve their lesson delivery because they believe their extra attempt would not be appreciated by the government in terms

of better remuneration, pay and promotion.

Job satisfaction is one of the most researched variables in the area of psychology and education. It has been seen as a significant necessity to get maximum productivity. It has been proven by many researches that teachers with high levels of job satisfaction are more successful at motivating students towards success (Brunetti, 2001, Aila and Halme, 2003,). Also, a study carried out by Mupa and Chinooneka (2015) added to the factors contributing to ineffective teaching and learning in Zimbabwean schools, and it shows that the teacher' variables were the most influential on students' positive or negative performance in schools. In Nigeria, teachers are always agitating and demanding for more pay and improvement in their work condition, they argue that the existing salary structure, benefits and working conditions do not satisfy their basic needs in as much as other sectors of the economy have bigger salary structure, better motivation and enhanced working conditions. They feel Nigeria's economy is not properly balanced, hence, their demands. Therefore, to solve these entire nagging and unpalatable problem, teachers' satisfaction towards the job they do is important as this motivates them to be more efficient and productive. This explains why Kolawole (2015) states that government is being asked by experts in education to do more for teachers in the school system because when they are happy and secure, they can lead the learners to the promised-land.

The second factor of interest to this study is lesson delivery which is of high importance in the business of teaching and learning. Lesson delivery is an encompassing term which entails lesson planning, strategies, methods and methodology. The CEDA Meta-Profession Project (2014) defines Lesson or instructional delivery as those human interactive skills that promote or facilitate learning in face-to-face instruction, as well as those skills in using various forms of instructional delivery mechanisms. In face-to-face (traditional classroom) instruction, instructional or lesson delivery involve such things as: giving organized presentations; motivating students; generating enthusiasm and communicating effectively.

Coupled with interesting delivery procedures, methods, strategies and lesson aids, grammar lessons would stop becoming boring for students and so positive performance becomes

achieved. To confirm the need of methods, Kolawole (2006) agreed that the teacher, through the method used, is in a position to teach concepts, procedural skills, principles and academic rules. To underscore the importance of methods, he stated that methods have the potential of making it possible for students to learn fast or slow them down altogether.

Igbokwe (2007) also supports that the success or failure of any language outcome does not only depend on the ability of the learners but also on the teaching approaches, methods and strategies used; in their lesson delivery. A good and effective lesson delivery would not only help students speak and write accurate grammar, but also help to have high scores in English language tests but when lessons are delivered by teachers ineffectively, the overall outcome is poor performance because students might lose interest in the classroom activities, become less engaged hence not comprehending what the teachers teach. The use of instructional materials like teaching aids is also of high importance during grammar lesson delivery. Aside from the use of textbooks, charts, models, graphics, real objects as well as improvised materials are very important (Awotua-Efebo, 2001). This is because it provides the much needed sensory experiences needed by learners for an effective and meaningful behavioural change. Omabe (2006) emphasises the importance of instructional materials in the teaching and learning of English language for they are effective in lesson delivery. This is based on the fact that it facilitates the learning of abstract concepts by helping to stimulate the students' imaginations and perceptions about what the abstract concepts are.

When a teacher's lesson delivery contains all its required elements; use of effective methods, relevant and adequate instructional materials, teaching aids etc. then learners are able to become more engaged and so understand messages through the comprehensible input provided since they have been provided with content which is interesting, sufficient, relevant and realistic to them so as to engage them and improve. Also, they are better equipped to monitor their language development and perform excellently in grammar tests or examinations.

The third factor that is of interest to this research is teacher-student relationship. It is from the interactions between teachers and their students that teacher-student relationship ensues, Downey (2008), hit the nail on the head when he explained that the quality of the relationship between a student and the

teacher will result in a greater degree of learning in the classroom. In agreement with Downey, Baker (2006) suggests that strong teacher-student relationships may be one of the most important environmental factors in changing a child's educational path. To enunciate this further, Nielson and Lorber (2009) made known that a good and supportive relationship is needed to create safe environments and give students confidence to work without pressure and become motivated to learn. Specifically, when students are exposed to positive emotional stimuli, they are better able to recall newly learned information.

To clarify the above, Kolawole (2015) submits that teachers interact with learners on a daily basis, know how to lead learners to learn in the best possible way and influence how learners interact within the school environment. Also, a study carried out by Fredson (2015) about the relationship between teachers and students in the classroom, found that the nature and quality of students' relationships with their teachers play a critical and central role in motivating and engaging students to learn. In addition, students benefit and are motivated when their teachers create a safe and trustful environment. The methods and strategies they use make students feel engaged and stimulated to participate in the learning process.

Jibowo (2012) reports that the learners of ESL in Nigeria tend to manifest fear and anxiety in grammar classes. This is a cause for worry because in such an environment, students would be inhibited. The reason for the weaknesses, fear and anxiety which students exhibit in English grammar could be the result of the negative interactions between English teachers and their students in the classroom. Because when teachers form positive bonds with students in the cause of interacting with them, classrooms become supportive spaces in which students can engage in academically and socially productive ways Hamre and Pianta (2001). There would be absence of weakness, fear or anxiety since the sense of caring and support from teachers motivate students to become more interested learners. Thus, when positive relationships are enhanced between the students and the teachers, students become motivated with school work and in fact, improve their learning outcomes.

Previous studies on grammar teaching, for instance, that of Akande (2003), Agada (2008), Ozomena (2015), Oluikpe and Mba (2014) focused on the influence of grammar teaching strategies on students' academic achievement in English grammar. Whereas, factors, especially that of the teachers that

can influence students' academic achievements in grammar have been relatively few, and through the review of literatures, none of the researchers studied the joint contributions of the three teacher variables exhaustively. A few researchers (Aremu and Oluwole, 2005, Fehintola 2014) showed interest in the joint influence of some teachers' characteristics such as teacher work value, self-esteem, teaching attitude and teaching process on teachers' productivity and students' academic achievements in other subjects different from English language. However, research has not been very successful at identifying the specific teacher factors and classroom practices that are most likely to improve students' learning which is of importance to educational policy makers and stakeholders. This therefore, justifies the desire to embark on this project so as to fill the gaps in the existing researches done to help improve the frontier of knowledge and proffer possible improvement to teachers' job satisfaction, lesson delivery, student-teacher relationship and students' academic achievements in English grammar.

Statement of the Problem

Over the years, there has been a steady decline in the performance of secondary school students in English Language internal and external examinations and this is because most of the students have not acquired the basic knowledge of grammatical structures and expressions to enable them express their thoughts meaningfully in written medium. Studies in English language teaching are usually in favour of reading comprehension and essay whereas there are few attention drawn to the aspect of grammar. And the few studies on grammar focused mostly on grammar teaching strategies and knowledge about grammar, effects of cooperative learning strategies on students' learning outcomes in English grammar, comparison of modern linguistic approaches to grammar with traditional and reading-writing approaches to the teaching of grammar without much concern about some teacher factors that can affect students' learning outcomes and how teachers' productivity can be enhanced in order to improve students' achievement in grammar and English language in general. The study, therefore, investigated teacher job satisfaction, lesson delivery and relationship with students as correlates of academic achievement among secondary school students in Akinyele Local Government, Ibadan, Nigeria.

Based on the stated problem, this study provided answers to the following research questions.

1. What kind of relationship exists among the independent variables (teachers' job satisfaction, lesson delivery and teacher-student relationship) and the dependent variable (students' achievements in English grammar)?
2. What is the composite contribution of the independent variables (teachers' job satisfaction, lesson delivery and teacher-student relationship) to the dependent variable (students' achievements in English grammar)?
3. What is the relative contribution of independent variables (teachers' job satisfaction, lesson delivery and teacher-students' relationship) to the dependent variable (students' achievements in English grammar)?

Significance of the Study

It is expected that findings from the study will educate teachers on the importance of improving their lesson delivery and building positive relationship with students in the classroom. Teachers would benefit from the findings as the government would work on improving their job satisfaction thus increasing their morale and productivity. When teachers are satisfied with their jobs, have positive relationships with their students and deliver lessons effectively, their productivity increase and they are able to impart knowledge to the students. Students therefore benefit from all this as there would be noticeable improvement in their academic

performances.

Scope of the Study

This study examined the teacher factors of job satisfaction, lesson delivery and relationship with students as correlates of achievement in English Grammar among Senior Secondary Students in Akinyele Local Government, Area Oyo State. It covered English teachers and senior secondary school two students in Akinyele Local Government areas in ten secondary schools of Ibadan, Nigeria.

Methodology

This chapter focuses on the research method used in the study. It includes the research design, population of the study, sample and sampling techniques, instruments, procedure for data collection and method of data analysis. The survey design of correlational type was adopted for this study. The population of the study comprised the senior secondary class two students and their English Language teachers in Akinyele Local Government Area of Oyo. The research instruments used were: English Grammar Achievement Test(r=0.81), Teacher-student Relationship(r=0.78), Teacher Job Satisfaction Questionnaire(r= 0.81) and Lesson Delivery Rating Scale(r=0.91). Data were analysed using Pearson Product Movement Correlation and Multiple Regression Analysis.

Results

Research Question 1: What kind of relationship exists between the independent variables (teachers' job satisfaction, lesson delivery and teacher-student relationship) and the dependent variable (students' achievement in English grammar)?

Table 1: Summary of Pearson Product Moment Correlation (PPMC) showing the kind of relationship between teachers' job satisfaction, lesson delivery, teacher-student relationship and students' achievement in English grammar

	Achievement Test	Teachers' Job Satisfaction	Teachers-student Relationship	Teachers' Lesson Delivery	\bar{x}	S.D
Achievement Test	1				80.7367	9.4890
Teachers' Job Satisfaction	.349** (.000)	1			60.5067	5.7649
Teachers-student Relationship	.172** (.003)	-.450** (.000)	1		90.9267	9.023
Teachers' Lesson Delivery	.560** (.000)	.578** (.000)	.194** (.001)	1	62.7900	7.4542

**Significant at .05 level

Table 4.1 shows that there were positive significant relationships between students' achievement test and teachers' job satisfaction ($r = .349^{**}$, $p(.000) < .05$), teacher-students relationship and students' achievement test ($r = .172^{**}$, $p(.003) < .05$) and lesson delivery ($r = .560^{**}$, $p(.000) < .05$) of the respondents.

Research question 2: What is the composite contribution of the independent variables (teachers' job satisfaction, lesson delivery and teacher-student relationship) and the dependent variable (students' achievement in English grammar)?

Table 2: Summary of Multiple Regression analysis showing the composite contribution of teachers' job satisfaction, lesson delivery and teacher-student relationship on students' achievement in English grammar

R	R Square	Adjusted R Square	Std. Error of the Estimate			
.573	.329	.322	5.9389			
Summary of Regression ANOVA						
Model	Sum of Squares	DF	Mean Square	F	Sig.	Remark
Regression	5114.371	3	1704.790	48.334	.000	Sig.
Residual	10440.225	296	35.271			
Total	15554.597	299				

Table 4.2 above reveals that the composite contribution of the independent variables (Teachers' Job Satisfaction, Lesson Delivery and Teacher-student relationship) to the dependent variable (Students' Achievement in English grammar) is significant. That is, the three predictor variables determine students' academic performance. The table also shows a coefficient of multiple correlation of $R = .573$ and a multiple R^2 of .329. This means that 32.9% of the variance in the students' academic performance is accounted for by the predictor variables, when taken together.

The significance of the composite

contribution was tested at 0.05. The table also showed that the analysis of variance (ANOVA) for the regression yielded an F-ratio of 48.334. This implies that the joint contribution of the independent variables to the dependent variable was significant and that other variables not included in this model may have accounted for the remaining variance.

Research Question 3: What are the relative contributions of the independent variables (teachers' job satisfaction, lesson delivery and teacher-student relationship) and the dependent variable (students' achievement in English grammar)?

Table 3: Summary of relative contributions of teachers' job satisfaction, lesson delivery, teacher-student relationship to students' achievement in English grammar

Model	Unstandardized Coefficient		Standardized Coefficient	T	Sig. p-value
	Beta	Std. Error	Beta Contribution		
(Constant)	-36.746	9.761		-3.765	.000
Job Satisfaction	.279	.125	.183	2.237	.026
Lesson Delivery	.190	.075	.172	2.533	.012
Teacher-student relationship	.591	.105	.420	5.640	.000

Table 4.3 reveals that the relative contributions of the three independent variables to the dependent variable are significant. That is; Job satisfaction ($\beta = .183$, $p < .05$) has significant relative contribution to students' achievement in English grammar, Lesson delivery ($\beta = .172$, $p < .05$) has

significant relative contribution to students' achievement in English grammar and Teacher-student relationship ($\beta = .420$, $p < .05$) has significant relative contribution to students' achievement in English grammar.

Discussion of Findings

Relationship between the independent variables and the dependent variable

The findings of this study reveal that the kind of relationship between students' academic achievement in English grammar and job satisfaction is positive and significant. This means that students perform well when they are taught by teachers that are satisfied with their jobs. This is probably because when teachers are satisfied, they are motivated to give their best to ensure students' academic success. The result supports the previous findings by Essien, et al (2017), Ololube (2005), Chux et al, (2013) and Gholamreza and Saeed (2013) who found that teachers are motivated, effective and productive when they are satisfied with their jobs. However, the result contradicts that of Ogal (2014) who found that the relationship between teachers' job satisfaction and academic performance was statistically not significant. This is probably because the job satisfaction of teachers in Kenya, the country where the study took place, might not really be a variable worthy of study in Kenya as it might not affect students' achievement because teachers in Kenya might be generally satisfied with their jobs unlike in Nigeria, where this study took place, job satisfaction is relative and so it positively influence students' achievement.

The results also revealed that the kind of relationship between students' academic achievement in English grammar and teacher lesson delivery is positive. This means that students perform well when they are taught by teachers with effective lesson delivery. The reason for this could be that teachers with effective lesson delivery are able to translate the curriculum using effective strategies, methods, assessment techniques and instructional aids in the classroom which engages the students and improve their academic achievements. The result supports the works of Ellis, et al (2007), Kim (2005), Reith, et al (2003), Muhammad, et al (2012) and Eze (2011) who found that effective lesson delivery evidenced through the use of effective instructional materials, strategies and methods helps teachers to impart knowledge effectively to students who consequently perform well. It also supports Kolawole's (2015) submission that teachers are central to the implementation of the curriculum via their lesson delivery. The results further revealed that the kind of relationship between students' achievement in grammar and teacher-student

relationship is positive and significant. This means that students with teachers who have positive relationship with them perform well in English grammar. This is probably because those students are encouraged by the positive relationship which gives a kind of teacher support to them, hence, students are able to internalise the academic values; like paying attention in class, submitting assignments or project on time, studying etc. and expectations appreciated by those teachers. Consequently, those students perform better in English grammar. It could also be that the positive relationship between teachers and students help to create a nurturing environment for students to learn with no anxiety and worry in the grammar class. This supports the studies of Amadi and Akpan (2017), Varga (2017), Britt (2013), Tisome (2009), and Lucian (2003) who found that positive teacher- student relationship results in high academic achievement of students. Similarly, Fredson (2015) found that students have in their mind that a positive relationship with their teachers positively impacts their interest and motivation in school which contributes to the enhancement of the learning process and consequently their high performance.

Composite contribution of the independent variables to the dependent variable

The composite contribution of the independent variables (Teachers' Job Satisfaction, Lesson Delivery and Teacher-student relationship) to the dependent variable (Students' Achievement in English grammar) is significant. That is, there is a significant composite effect of the independent variables to the prediction of students' academic achievement in grammar. This means that the effectiveness of the combination of the independent variable could not have occurred by chance. That is, the three predictor variables determine students' academic performance. This means that students, whose teachers are satisfied with their jobs, have good lesson delivery and positive relationship with them tend to perform well in English grammar. This is probably because when teachers have positive relationship with their students, deliver their lessons effectively and efficiently and are satisfied with their jobs, they become motivated to perform their duties and responsibilities of teaching passionately and are able to impart knowledge effectively in the nurturing atmosphere they have prepared for the students through their positive relationship with them. The findings corroborate Dada (1999) and Kolawole's

(2013), who submitted that the teacher factors, whichever it is, among other factors, mostly determines students' mastery of subjects. Findings were also consistent with Abimbola (2004) and Ayodele and Adebile (2007) who found that teachers play a pivotal role in the teaching and learning process and their qualifications, training, experience and motivation contribute to making them one of the primary determinants of students' academic and lifetime achievements.

Relative contribution of the independent variables and the dependent variable

The study reveals that the relative contribution of each of the independent variables (teacher job satisfaction, lesson delivery and teacher-student relationship) contributed significantly to the prediction of students' academic achievement in English grammar. This affirms Maulana, et al (2013) who reports that teachers' positive relationships with students can help maintain their interest and active engagement in learning which will lead to an improvement in their academic achievements. This also supports Hamre and Pianta (2001) who report that when teachers form positive bonds with students, classrooms become supportive spaces in which students can engage in academically and socially productive ways. It also agrees with Kolawole (2015) who states that teachers are central to the implementation of the curriculum via their lesson delivery. Additionally, the findings agree with Igbokwe's (2007) study which confirmed that the success or failure of any language outcome does not only depend on the ability of the learners but also on the teaching approaches, methods and strategies used in delivering their lesson delivery. A good and effective lesson delivery would not only help students speak and write accurate grammar, but also help them to speak fluent English. Therefore, teachers' lesson delivery predicts students' learning and performance in the classrooms.

Conclusion

The findings of this study have enabled us to have insights into the factors as regards the impact of teachers' job satisfaction, lesson delivery and relationship with students that could predict the achievement of secondary school students in English grammar in Akinyele Local Government of Ibadan. It can, therefore, be concluded that the teacher-related factors studied can influence students' achievement in

English grammar. These factors are catalysts to positive outcomes in grammar teaching-learning process as well as English language as a whole.

Recommendations

Based on the findings of this study, the following recommendations are hereby offered: Teachers should build positive relationship with their students in the classroom. To do this; teachers' should develop the ability to regulate negative emotions toward students and express positive emotions that would not arise spontaneously. They should learn to accept all students indiscriminately and avoid saying negative utterances to them. Regular workshops and in-service training should be organised for teachers to update them on innovative teaching methods in English grammar and improve their lesson delivery. Untrained teachers should be encouraged to enrol on Distance Education programmes so that they can upgrade themselves. Also, teachers should learn to use lesson aids in the course of their lesson delivery. Efforts should be made by government to improve the work conditions of teachers, salary structure and other aspects of their job in order to improve their job satisfaction.

The teacher factors that can influence achievement in English grammar are enormous but due to time constraint, only teacher job satisfaction, lesson delivery and teacher-student relationship were examined. Also the study could not cover all the senior secondary schools in Akinyele Local Government of Ibadan as it was limited to only ten schools, ten teachers and 300 students. Another limitation was that some of the students and teachers were reluctant to participate in the study. Despite all these challenges, the study came up with significant findings that will be useful to the teaching and learning of English grammar and English language as a whole.

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