

Teacher Perception of Curriculum Objectives and Learning Experiences as Correlates of Achievement in English Studies among Junior Secondary Students in Ibadan ,Nigeria

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Abstract

This study was carried out to investigate teachers' perceptions of curriculum objectives and students' learning experiences as correlates of students' achievement in English Studies. Four research instruments were used namely, Teachers Perception of English Studies Curriculum Objectives Questionnaire ($r=0.81$), Student Learning Experience Questionnaire ($r=0.76$) and Students' Achievement Test in English Studies ($r=0.78$). In Ibadan North East Local Government Area, ten junior secondary schools were randomly selected and 20 students were selected from each school making a total of 200 students. Two teachers were randomly selected from each of the ten schools. In all, 200 students and 20 teachers participated in the study. Data were analysed using Pearson product moment correlation and multiple regressions at 0.05 level of significance. The joint contribution of the two independent variables to the dependent variable was significant ($R = .299$ and a multiple R^2 of .089). This accounted for 8.9% of the variance. And also, each of the three-independent variance contributed relatively to the dependent variable. Based on the findings, Teachers of English studies should improve on their teaching techniques and strategies work on their relationship with the students and the government should provide better equipment and in-service training for the teacher for better achievement.

Keywords: Teacher Perception, Curriculum Objectives, Learning experience, Academic Achievement. English studies

Introduction

The English Studies Curriculum designed for upper basic education (junior secondary schools) is the revised curriculum for junior secondary pupils. The curriculum comprised English Language and Literature. This is different from the former curriculum in which English Language was taught as a separate subject from Literature-in-English (Ekah and Ukut, 2011). The essence of this combination is to decongest the curriculum and integrate English language and literary skills in students' English language vocabulary (Akanbi, 2018). It is also expected that with this merging, students' reading ability and communicative competence will improve and students will be empowered to use English language effectively after their completion of the JSS level.

Consequently, the English Curriculum at junior secondary school does not only provide contents but also allows English as a Second Language (ESL) teachers to apply necessary linguistic insights and to develop necessary activities that will help their students (ESL learners) to acquire the basic language skills. Thus, linguistic insights help ESL teachers to interpret and characterize language learning in terms of productive and receptive skills both of which are needed for linguistic competence and communicative competence. Looking at the goals, objectives, methods and materials upon which junior secondary English curriculum is planned as well as the freedom

of formulating achievable classroom objectives, organization and presentation of contents and activities, and evaluation by ESL teachers, the communicative interaction in the teaching/learning process should be in form of multi-way and multi-media exchanges (verbal and non-verbal) in the classroom teaching and learning process.

Nwoke (2007) posits that the overall aim of language teaching is to create in the learner a capacity to communicate effectively in the target languages. In communicative language teaching, attempts are made to give learners of English as a second language the natural setting for them to grapple with communicative activities. This will enable the learners to try from the very beginning not only to understand the message produced by other speakers but also to produce their own utterances in English, expressing their own ideas and meaning and ill-formed sentences which communicative activities either spontaneous or guided learning should inspire with propensity of acquiring communicative skills (Ellis, 2004).

Curriculum, like many other concepts in the field of education, has no known fixed universally accepted definition. There are perhaps as many concepts as there are scholars in the field. *The curriculum according to Henson (2015) is the basic instrument with which schools actualise their goals. Kolawole (2016) asserts that a curriculum is a pivot on which everything that takes place in the school revolves because it gives shape and direction to education.* But public secondary schools in Nigeria

continue to pass out school leavers who can barely write simple grammatically correct English sentences. ***Therefore any concept that will be taught in schools must find accommodation in the curriculum and teachers need to be aware of it.***

A cursory look at classroom practices in English studies at secondary schools in Nigeria is a far cry from the ideals described by Amuseghan (2007). This is reflected in poor achievement of students in the subject (Olabisi, 2012; Habeeb, 2019). Discussions and debates often characterize the low level of communicative skills of Nigerian secondary school students. Many scholars, linguists and curriculum planners have identified a lot of factors responsible for these ugly and disappointing situations. For example, Jire-Alao (2019) attributes this unabated problem to the absence of a well-defined objective, the dearth of trained language teachers, the lack of adequate teaching materials and the use of strangely unrealistic syllabuses and testing devices. Ajayi (2012) adds to the factors of the poor performance in English among the secondary school students, teachers' perception of the English language curriculum objectives, and learning experiences as well as the seeming absence of enrichment materials in the schools.

Previous studies aimed at improving teaching and learning of English studies at junior secondary schools focused largely on interventions through teaching strategies (Akanbi, 2018; Lawal, 2018; Jire-Alao, 2019). It can also be deduced from earlier research that not much attention has been given by researchers to English Studies curriculum elements such as perception of curriculum objectives and learning experiences.

According to Okunrinla (2018), curriculum objectives refers to the intended behavioural changes that a learner is expected to exhibit after undergoing a learning experience, it describes what the learner will be able to learn after completing the instruction, specific learning outcome of learning over a period of time, its time and lesson specific, it is immediate. Ogunleye (2018) further says that every curriculum must have stated objectives to guide the teacher in selecting learning materials, strategies, activities and finding out whether or not the education that takes place at any level is the type that helps to solve societal problems or help learners to acquire desirable social skills, knowledge, and values that makes it possible for the society to make progress educationally, socially, scientifically, and technologically.

Another element of the curriculum is the organisation of learning activities (content), Learning activities, as the name suggests, are activities designed or deployed by the teacher to bring about, or create the conditions for learning. The organisation of various learning activities relates to the pedagogical character or focal intent of the activities selected. *What do I want to achieve with this activity? How will I achieve my aims? Which Knowledge Process is best suited to achieving my aim?* Some learning activities stimulate experiential learning; others mobilize conceptual thinking, while still others prompt students to engage in analytical discussions. The pedagogical effectiveness of a **learning experience** can be traced to the mindful selection of learning activities based on the knowledge processes which those activities set in motion; the establishment of direct links between those activities and the intended **learning outcomes**; and the careful sequencing of those activities such that they build on, or contribute to, the learning of earlier or later activities (Okunrinla, 2018).

According to Okunrinla (2018), because students may learn in a wide variety of settings and ways, the term is often used as a more accurate, preferred, or inclusive alternative to terms such as *course*, for example, that have more limited or conventional connotations. *Learning experience* may also be used to underscore or reinforce the goal of an educational interaction – learning – rather than its location (school, classroom) or format (course, program). The learning activities and learning experience leads to classroom interaction, during the activities, interaction occurs between the various elements of the instructional system and their reciprocal inter-play or relationships. Classroom interaction is studied from a social interaction perspective to unearth the mechanisms teachers and students use to conduct their classroom business (Akanbi, 2018). This business varies from teacher-fronted activities to student group work, or teacher-student dyadic interaction, and from mutual consultations among students to – no surprise for all of us who have spent time in classrooms – students' work of not paying attention. Language and social interaction research of classroom interaction is concerned with the classroom work participants do together in mutual interactional engagement and therefore focuses empirically on what participants make observable for each other in their interaction behaviour, both in terms of how participants want to be understood and in terms of how participants understand each other. For this observable character of the interaction process of meaning making, it is

referred to as social interaction. Ogunleye(2018) avers that the interaction and the mutual understanding involved are the concern of more than one actor and these activities therefore are studied as a social process rather than as a set of individual cognitive processes. Therefore learning cannot take place as expected, without teachers and students interacting meaningfully before they can achieve the set objectives.

Teachers who had positive and secure relationships with students reported that their students were less likely to stay away from school, appeared more independent, more supportive, and busy in learning (Olaosebikan, 2018). Teacher-student interaction has an impact on classroom management and affects learning and growth. According to developmental perspective, the establishment of a positive teacher-student relationship aids a student's cognitive, social and emotional growth and enhances their mental well-being (Brazelton and Greenspan, 2010). The teacher-student relationships impact productively on a student's self-esteem and enhance their skills. Student-Teacher interactions are very important for the development of the students' academic self-concept and enhancing their enthusiasm and success. Teachers who have positive interaction with their students create classroom environments that are more helpful to learning and meet students' developmental, emotional and educational needs.

Adediran (2019) observed that audio-visual aids focus attention on meaning and helps to make classroom instructions more real and alive. Having something to look at keeps the pupil attention and makes the classroom more interesting in order to ensure that the students get the best. Adegoke (2018) argues that the children at the junior secondary school are often young learners who require to be stimulated to learn through a varieties or resource materials.

English language teachers are the implementers of the English language curriculum, they interact with the learners at the implementation stage as they actually transmit the content designed to the learners. The activities of the teacher connote teaching because they are aimed at facilitating the intellectual understanding and mastery of English language as a subject and day-to-day language. The quality and quantity of English language teachers is one of the major factors affecting the proper implementation of English language curriculum.

However, teacher's interpretation of the English studies curriculum objectives and proper stimulation of students learning experiences could go

a long way to improve the current trend of poor academic performance in the subject. Therefore, this study investigated the perception of the curriculum objectives and organisation of learning activities would predict student's achievement in English Studies in Ibadan North East Local Government Area, Oyo State..

Statement of the Problem

English studies is taught and learnt at junior secondary school to develop students skills in the language and communicate effectively in the target language. However, the teaching of the English language in most classrooms does not provide enough opportunities for the learners to develop communication skills. A baseline study reveals that most of the teachers in junior secondary schools in Ibadan North East Local Government Area, Oyo State are more concerned with disseminating facts, information and principles in English studies than allowing students to do and learn, practice and engage in language activities aimed at acquiring communicative skills or competence. Empirical literature focused, to a large extent, on teaching strategies, teacher and learner factors with less emphasis on teacher perception of the objectives and organisation of learning experiences in English Studies curriculum. Studies have shown that these two important elements of curriculum are vital to effective teaching and learning but studies have placed very little emphasis in the area of the way teachers perceive junior secondary school English studies curriculum objectives and learning experiences in public junior secondary schools in Ibadan North East Local Government Area, Oyo State. The study, therefore, was carried out to investigate teacher perception of English studies curriculum objectives and learning experiences as predictors of achievement in English Studies at public junior secondary schools in Ibadan North East Local Government Area, Oyo State.

Research questions

The following questions were answered in the study.

- 1. What is English Studies' teachers' perception on:**
 - (a) English Studies Curriculum Objectives?**
 - (b) English Studies Learning Experiences?**
- 2. What is the relationship between the independent variables (teacher perceptions on English studies curriculum objectives and learning experiences) and students' achievement in English Studies?**
- 3. What is the relationship between the independent variables (Teachers' perception of curriculum**

objective and Student learning experience) and the dependent variable (Students Achievement in English Studies)?

4. What is the composite contribution of the independent variables (teacher perceptions on English studies curriculum objectives and learning experiences) to students' achievement in English Studies?

5. What is the relative contributions of the independent variables variables (teacher perceptions on English studies curriculum objectives and learning experiences) to pupils' achievement in English Studies?

Scope of the study

The study investigated the relationship between the independent variables (teacher perceptions on English studies curriculum objectives and learning experiences) and students' achievement in English Studies at public junior secondary schools in Ibadan North East Local Government Area, Oyo State. It covered JS II students and English studies teachers in 10 public junior secondary schools in Ibadan North East Local Government Area, Oyo State. The English Studies achievement test covered both language and literature components of the subject taken from New Concepts Junior Secondary English 2 by Eyisi.

1.5 Significance of the Study

Findings from this study have revealed that positive relationship existed between the independent variables (teacher perceptions on English studies curriculum objectives and learning experiences) and students' achievement in English Studies thereby helping to identify the possible factors to address towards improving students' achievement in English Studies.

The findings from this study also revealed the extent to which improvement in these curriculum elements could mitigate the deficiencies

of public junior secondary school students in English Studies. The study has also revealed the composite and relative contributions of these factors to students' achievement in English Studies. Arising from the lapses and deficiencies detected in these English studies curriculum elements, the study could help to identify areas of possible revision of the curriculum for effective teaching of English Studies.

Methodology

This study adopted the correlational research design because it aimed at establishing the relationship between the independent variables (perception of curriculum objectives and , classroom interaction) and achievement in English Studies. Randomly 10 junior secondary schools were selected from Ibadan North East LGA and from each school, two English Studies teachers were purposively selected. From each school, 50 JSS two students were randomly selected making a total of 500 students and 20 English Studies teachers who participated in the study. The instruments used in collecting data for this study were Teachers' Perception of English Studies Curriculum Objectives Questionnaire ($r=0.81$), Classroom Interaction Questionnaire ($r=0.74$) and Achievement Test in English Studies ($r= 0.77$). The researcher sought the permission of the principals of the schools who handed the researcher over to the English Studies teachers teaching JSS 2 classes. English Studies Achievement Test (ESAT) was administered first, followed by the two independent measures that were administered to each teacher in English Studies classroom. Data collection lasted four weeks. Data were analysed using percentage, means, standard deviation and Pearson Product Moment Correlation at .05 alpha level.

Results

Research Question 1: What is the perception of basic science and technology teachers about curriculum objectives?

Table 1: Perception of English Studies teachers about curriculum objectives

S/N	Teachers' perception of curriculum	SD	D	A	SA	\bar{X}	S.D
1	English studies curriculum familiarizes students with the roles of English studies and their contributions to the nation	-	-	4 20.0%	16 80.0%	3.80	0.41
2	English studies curriculum objectives is aimed at understanding the rudiments of literature.	-	-	8 40.0%	12 60.0%	3.60	0.50
3	English studies curriculum objectives enables students to develop the ability to adapt to the changing environment.	-	-	10 50.0%	10 50.0%	3.50	0.51
4	English studies curriculum lays a sound foundation for effective language use.	-	2 10.0%	6 30.0%	12 60.0%	3.50	0.69
5	English studies curriculum objectives make student to develop life skills.	-	2 10.0%	6 30.0%	12 60.0%	3.50	0.69
6	Basic science and technology curriculum objectives seeks to make students understand and be able to explain the basis human existence	1 5.0%	-	8 40.0%	11 55.0%	3.45	0.76
7	English studies curriculum objectives provides the students with basic skills for analyzing human problems	-	2 10.0%	8 40.0%	10 50.0%	3.40	0.68
8	English studies curriculum objectives is simple to understand	-	1 5.0%	11 55.0%	8 40.0%	3.35	0.59
9	English studies curriculum is suitable for all regions of the country	-	2 10.0%	9 45.0%	9 45.0%	3.35	0.67
10	English studies curriculum impact student with the knowledge, skills and understanding for educational advancement	-	2 10.0%	9 45.0%	9 45.0%	3.35	0.67
11	English studies curriculum objectives is realistic	-	1 5.0%	12 60.0%	7 35.0%	3.30	0.57
12	English studies curriculum will make students to know the roles and statutes of developed countries.	-	2 10.0%	11 55.0%	7 35.0%	3.25	0.64
13	English studies curriculum objectives is set makes students to understand and alter the basis of human co-existence	-	3 15.0%	10 50.0%	7 35.0%	3.20	0.70
14	English studies curriculum makes students to understand the basis for rational social development	-	3 15.0%	13 65.0%	4 20.0%	3.05	0.60
15	English studies curriculum makes student appreciate the problems of the countries encounter in their daily life	1 5.0%	2 10.0%	14 70.0%	3 15.0%	2.95	0.69
16	English studies curriculum meets learner's cultural needs	3 15.0%	9 45.0%	7 35.0%	1 5.0%	2.30	0.80
17	English studies curriculum objectives are adequate	5 25.0%	8 40.0%	5 25.0%	2 10.0%	2.20	0.95
18	English studies curriculum objectives are relevant to the needs of learners.	4 20.0%	12 60.0%	2 10.0%	2 10.0%	2.10	0.85
19	English studies curriculum is not easy to interpret	7 35.0%	9 45.0%	3 15.0%	1 5.0%	1.90	0.85
20	Basic science and technology curriculum objectives cannot be followed as stated	7 35.0%	11 55.0%	2 10.0%	-	1.75	0.64
	Weighted mean = 3.04						

The table 1. shows the perception of English studiesteachers about curriculum objectives. English studiescurriculum familiarize students with the roles of English studies, and its tributions to the nation (\bar{x} =3.80) was ranked highest by the mean score as the most perceived curriculum objectives and was followed by The English studiescurriculum objectives are aimed at understanding the language and literature (\bar{x} =3.60), English studiescurriculum objectives enable students to develop the ability to adapt to the changing environment (\bar{x} =3.50), English studies curriculum lays foundation for language use (\bar{x} =3.50), English studiescurriculum objectives make student to develop life skills (\bar{x} =3.50), English studiescurriculum objectives seek to make students understand and be able to explain the basis human existence (\bar{x} =3.45), English studiescurriculum objectives provide the students with basic skills for analyzing human problems (\bar{x} =3.40), English studies curriculum objectives are simple to understand (\bar{x} =3.35).

English studiescurriculum is suitable for all regions of the country (\bar{x} =3.35), English studies impact student with the knowledge, skills and understanding for educational advancement (\bar{x} =3.35), English studiescurriculum objectives are realistic (\bar{x} =3.30), Basic science and technology curriculum is set will make students to know the roles and statutes of all countries (\bar{x} =3.25), English studiescurriculum objectives make students to understand and alter the basis of human co-existence (\bar{x} =3.20), English studiescurriculum makes students to understand the basis for rational social development (\bar{x} =3.05), English studiescurriculum make student appreciate the problems of the countries encounter in their daily life (\bar{x} =2.95), English studiescurriculum does not meet learner's cultural needs (\bar{x} =2.30), English studiescurriculum objectives are not relevant (\bar{x} =2.20), English studiescurriculum objectives are not adequate (\bar{x} =2.10), English studies curriculum is not easy to interpret (\bar{x} =1.90) and lastly by English studiescurriculum objectives cannot be followed as stated (\bar{x} =1.75) respectively. In conclusion, it can be inferred from the result in table .1 that the English studiesteachers perceptive on the curriculum objectives was very good.

Research Question 2: What type of learning experiences were students in Basic science and technology exposed to?

Table 2: Learning experiences students in English studieswere exposed to

s/n	Students learning experiences	SD	D	A	SA	\bar{x}	S.D
	Learning activities						
1	Excursions are organized for some topics	51 25.5%	44 22.0%	35 17.5%	70 35.0%	2.62	1.21
2	Our teachers ask me about what we did in the previous class	12 6.0%	16 8.0%	51 25.5%	121 60.5%	3.40	0.87
3	Our teacher uses different methods to teach in the class	14 7.0%	6 3.0%	48 24.0%	132 66.0%	3.49	0.86
4	Our teacher ensures that we learn each topic properly before moving to the next one	3 1.5%	3 1.5%	18 9.0%	176 88.0%	3.83	0.51
5	Our teacher uses different instructional materials	8 4.0%	5 2.5%	65 32.5%	122 61.0%	3.51	0.74
	Weighted mean = 3.37						
	Instructional environment						
6	Our teacher often helps us to feel a sense of direction and the goal of the lesson	6 3.0%	10 5.0%	56 28.0%	128 64.0%	3.53	0.73
7	English studies periods are sometimes boring	53 26.5%	32 16.0%	40 20.0%	75 37.5%	2.69	1.23
8	Our teacher beats anyone who does not answer questions correctly	62 31.0%	22 11.0%	34 17.0%	82 41.0%	2.68	1.29
9	Topics are revised with us after the lesson	17 8.5%	14 7.0%	65 32.5%	104 52.0%	3.28	0.93
10	English studies class is always very interesting	14 7.0%	6 3.0%	40 20.0%	140 70.0%	3.53	0.86

Table 2. Presents information on the type of learning experiences students in English studies were exposed to.

Learning activities: “Excursions are organized for some topics” (Agreed = 105(52.5%), Disagreed = 95(47.5%), \bar{x} =2.62), “Our teachers ask me about what we did in the previous class”(Agreed = 172(86.0%), Disagreed = 28(14.0%), \bar{x} =3.40), “Our teacher uses different methods to teach in the class” (Agreed = 180(90.0%), Disagreed = 20(10.0%), \bar{x} =3.49), “Our teacher ensures that we learn each topic properly before moving to the next one”(Agreed = 194 (97.0%), Disagreed = 6(3.0%), \bar{x} =3.83), “Our teacher uses different instructional materials”(Agreed = 187(93.5%), Disagreed = 13(6.5%), \bar{x} =3.51) respectively. Inference to be drawn from this is that majority of the students said their teachers do ask them about what they did in the previous class; teacher uses different methods to teach them the class, teacher ensures that they learn each topic properly before moving to the next one and teacher uses different instructional materials

Instructional environment: “Our teacher often helps us to feel a sense of direction and the goal of the lesson” (Agreed = 184(92.0%), Disagreed = 16(8.0%), \bar{x} =3.53), “English studies period sometimes boring” (Agreed = 115(57.5%), Disagreed = 85(42.5%), \bar{x} =2.69), “Our teacher beats anyone who does not answer questions correctly” (Agreed = 116(58.0%), Disagreed = 84(42.0%), \bar{x} =2.68), “Topics are revised with us after the lesson” (Agreed = 169(84.5%), Disagreed = 31(15.5%), \bar{x} =3.28) and “English studies class is always very interesting” (Agreed = 180(90.0%), Disagreed = 20(10.0%), \bar{x} =3.53) respectively. Inference to be drawn from this is that majority of the students had their teacher’s help to feel a sense of direction and the goal of the lesson; Topics were revised with them after the lesson, English studies class is always very interesting. In all, the teachers of English studies perceived the learning experience as very good and rich.

Research Question3: What is the relationship between the independent variables (Teachers’ perception of curriculum objective and Student learning experience) and the dependent variable (Students Achievement in English Studies)?

Table 3: Correlation Matrix of the relationship between Independent variables and Students’ Achievement in English Studies

	Achievement	Perception of Curriculum Objectives	Learning Experiences
Achievement in English Studies	1		
Perception of Curriculum Objectives	.122** (.000)	1	
Learning Experiences	.168** (.000)	.763** (.000)	1

Table 3 showed that there were positive significant relationships between Students’ Achievement in English Studies, Perception of Curriculum Objectives (r= .122) and Learning Experiences (r= .168).

Research Question4: What is the composite contribution of independent variables (Teachers’ perception of curriculum objective and Student learning experience) to the dependent variable (Students Achievement in English Studies)?

Table 4: Regression Analysis showing the joint contribution of Teachers’ perception of curriculum objective and Student learning experience on Students Achievement in English Studies.

R	R Square	Adjusted R Square	Std. Error of the Estimate			
.299	.089	.075	3.1700			
ANOVA						
Model	Sum of Squares	DF	Mean Square	F	Sig.	Remark
Regression	193.556	3	64.519	6.415	.000	Sig.
Residual	1971.319	196	10.058			
Total	2164.875	199				

Table 3. shows the joint contribution of the three independent variables to the prediction of the dependent variable i.e. Students Achievement in English Studies. The table also shows a coefficient of multiple correlation ($R = .299$ and a multiple R^2 of .089. This means that 8.9% of the variance in student achievement in English Studies was accounted for by the two predictor variables when taken together. The significance of the composite contribution was tested at $P < .05$. The table also shows that the analysis of variance for the regression yielded F-ratio of 6.415 (significant at 0.05 level). 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 4: What is the relative contribution of the independent variables (Teachers' perception of curriculum objective and Student learning experience) to the dependent variable (Students Achievement in English Studies)?

Table 4: Regression Analysis showing the relative contribution of Teachers' perception of curriculum objective and Student learning experience on Students Achievement in Basic English Studies.

Model	Unstandardized Coefficient		Standardized Coefficient	t	Sig.
	B	Std. Error	Beta Contribution		
(Constant)	11.971	3.881		3.084	.002
Teachers' perception of curriculum objective	.137	.041	.275	3.313	.001
Student learning experience	-.148	.035	-.350	-4.207	.000

Table 4 reveals the relative contribution of the two independent variables to the dependent variable, expressed as beta weights, viz: Teachers' perception of curriculum objective ($\beta = .275$), and Student learning experience ($\beta = -.350$) respectively. In conclusion, it can be inferred that the two independent variables (Teachers' perception of curriculum objectives and students learning experiences) contributed individually to students achievement in English Studies.

Discussions

The findings in the research question shows that teachers are of the opinion that the curriculum objectives are adequate and relevant. Findings showed that the perception of teachers about the curriculum objectives is good. This finding agrees with Okunrila (2018) and Adegoke (2018) who found in their studies that teachers perceived the curriculum objectives of basic science and technology and French were positive and good.

In this finding also, students agreed that teachers had a good perception of English studies learning experiences. Finding shows that the perception of teachers about the English studies curriculum objectives is high. This might be due to the fact that the teacher uses different instructional materials for better understanding, majority of the students had their teachers help to feel a sense of direction and the goal of the lesson, topic was revised with them after the lessons and their classes with their basic science and technology teacher is always very interesting. This finding agrees with Olaosebikan (2018) who also reported that the learning experiences in English grammar were rich and good.

Also, the findings from this research revealed that there is joint contribution of the three independent variables (curriculum objectives, learning experiences, and classroom interaction) to the prediction of dependent variables i.e. Student Achievement in Basic Science and Technology. There are some researchers who used a broader combination of classroom relations, interactions and teacher characteristics as classroom characteristics to predict student academic performance. There is high contribution of the variables to academic achievement. Classroom has great impact on academic achievement. Teacher's attitude and behaviour are vitally important, genuine involvement of student in class activities, flexibility of rules by teachers, communication, competition, staff morale also plays crucial role, use of new techniques, planning various activities - assignments- encouraging creative thinking in student, affiliation between classmates and teacher etc. are various factors which influence academic achievement of students.

Finally findings revealed the relative contribution of the three independent variables (curriculum objective, learning experiences,

classroom) to the dependent variable (student's academic achievement). Hence, teachers' perception of the curriculum objectives and student's learning experiences were significant more than classroom interaction. Teachers perception enhances a teacher's ability to create an environment that is fair, understanding, and accepting the diverse students, ideas, experience, and backgrounds. Teachers have been found to be the single most important factor influencing student achievement. This agrees with Olaosebikan (2018) and Adediran (2019) that the independent variables contributed relatively and jointly to achievement in vocabulary and English reading comprehension, respectively.

Conclusion

The conclusion from this study is that perception of curriculum objectives and learning experiences are two crucial factors that could contribute to good achievement of students in English Studies.

Recommendations

1. Teachers should be partaker of the curriculum development, they are closer to the learners and interact with them on a daily basis, they know the learners needs, ability and their learning styles.
2. Teachers' should be well sensitized on the importance of classroom interaction both teacher-student interaction and student-student interaction.
3. Curriculum planners should make provision for enriching learning experiences in English studies curriculum to improve achievement.

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