



TEACHERS' COMMITMENT, PEDAGOGICAL CONTENT KNOWLEDGE AND ACHIEVEMENT IN ENGLISH GRAMMAR AMONG PUBLIC SENIOR SECONDARY STUDENTS IN EKITI STATE, NIGERIA

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ABSTRACT: English grammar is an important aspect of English Language. Proficiency in it is indispensable for fluency in communication, However, despite several work on effective strategies of teaching English grammar and student-related factors in secondary schools in Ekiti state, Nigeria, report have shown deficiencies of student in English grammar which accounts for their poor expressive skills. This study, therefore, was carried out to investigate teacher commitment and pedagogical content knowledge as predictors of senior secondary students' achievement in English grammar in Ekiti state, Nigeria. The study involved one thousand five hundred senior secondary school two students and thirty English teachers randomly selected from thirty secondary schools out of sixty secondary schools in Ekiti south senatorial districts. Questionnaires were distributed to teachers to determine their level of commitment to English grammar classroom teaching, Also teacher pedagogical content rating scale were administered by the researcher to determine the teachers subject mastery and curricular knowledge. Students were also subjected to English grammar achievement test to find out the effect of teacher commitment and pedagogical content knowledge on the achievement of student in English grammar. It was therefore concluded that Teacher commitment and pedagogical content knowledge influenced students' achievement in English grammar in Ekiti State, Nigeria. Teachers of English Language should improve on these teacher-related factors for improved achievement of students in English grammar.

Key words: Teacher commitment, Pedagogical content knowledge, oral and written communication, Achievement in English grammar.

INTRODUCTION

The Norman conquest of England in AD 1066 had a great influence on English language. For some centuries thereafter, English lost its role to Latin and French as the language of the ruling class. English grammar was, therefore, written initially for the purpose of teaching the foreigners the Latin language (providing the basis for the study of Latin grammar), since many people wanted to learn Latin which was then a language of prestige. For this task, teachers were equipped with only the knowledge of classical languages (Greek and Latin). So, teachers kept many of the traditional Latin concepts and described English structures through them. It thus became inevitable

that the concepts borrowed from Latin into English would influence the English Language structure as taught in the classroom. The idea of studying English through the grammatical rules of Latin led to what is generally called the Prescriptive Grammar. What this means is that instead of studying the peculiar structural behaviour of English, early scholars studied and described English structure through the structural forms of Latin grammar. The forms of English that conformed to Latin grammar were accepted while those which did not were assigned to one structure or the other. However, to achieve consistency of form and standard, early scholars agreed to codify the principles of the language and reduce them to rules. All such rules codified and standardized for English are contained in traditional (also known as classical) grammar (Lamidi, 2000). Traditional grammar thus refers to the rules of a language written and influenced by classical Greek scholars, Roman grammar which largely derived from Greek, the speculative work of early scholars (the medieval) and the prescriptive approach of the eighteenth-century grammarians (Baugh and Cable, 1951).

Traditional grammar has been greatly criticised. It is criticised for not based on a scientific (empirical) study of the form and content of language; and, neither it is based on the native speaker's intuition about grammatical meaning. Also, the arbitrary imposition of personal ideas or feelings derived from non-linguistic intuitions on the grammar of English does not augur well for the language. For instance, Baugh and Cable (1951: 280-281) cited in (Lamidi 2000) notes that:

The greatest weakness of the early grammarians was their failure to recognize the importance of usage as sole arbiter of linguistic matter. They did not realize that changes in linguistic matter...are the results of forces too complex to be fully analysed or predicted. So, they approached most questions in the belief that they could be solved by logic and that the solution could be imposed upon the world by authoritative decree.

It follows that the greatest problem with traditional grammar is its prescriptive nature. Prescriptive grammarians, as noted by (Lamidi 2000), did not study the peculiar nature of the language but imposed their own rules. This weakness of traditional grammar might have informed the development of what is now known as modern grammar. Modern linguists, on the



contrary, present the description of the features observable in the grammar of language under study rather than the predetermined rules.

There are many definitions of grammar as there are different perspectives from which it can be viewed. (Lyon, 1981) avers that grammar refers to the properties and processes that underlie the use of a language, that is, a set of rules that underlie the ability of speakers to speak and understand that particular language. (Beaugrand, 1991) opines that the implication of this is that speakers of English must know the rules of the language and have the knowledge stored within their brain to be able to use it proficiently. According to (Berry, 1975), grammar is both competence and performance. This is because grammar involves not only the ability to internalize the rules of a language; it also enables the person to effectively use the internalized knowledge to achieve a desired communicative impact. This further establishes the importance of the knowledge of grammar in second language teaching and learning. Further still, English grammar deals with a system of rules that govern the use (spoken or written) of the English language in order to achieve acceptable forms or sentences of the language. William (1981) describes grammar as an inescapable aspect of a language system because it is the set of principles which permit orderliness when speaking or writing a language. William asserts that the grammar of any language is an unwritten agreement among speakers of the language about the ways they will express idea most efficiently. Therefore, the grammar of a language covers aspects of language usage such as tenses, spellings, punctuation, subject/verb or noun/pronoun agreement (concord), parts of speech, lexis and structures among others. The teaching of English grammar is an integral part of the English language curriculum in Nigeria because the knowledge of grammar facilitates the effective teaching and learning of the language skills.

Effective teaching and learning of English language cannot be achieved without the knowledge of English grammar. Thus, (Lamidi, 2000) avers that the knowledge of grammar is central and very important to effective second language teaching and learning. (Harmer, 1989) defines grammar as the rules of a language set out in a terminology with many exceptions appended to each rule. Grammar is basically an attempt at systematization and codification of a mass of data which may at first sight appear amorphous but within which recurrent regularities can be discerned (Harmer, 2007). Also, (Lamidi, 2000) describes grammar as the way a language manipulates and

combines words (or bits of words) in order to form longer units of meaning. Scholars have stressed the role of English grammar in effective teaching and learning of the different language skills. For example, (Harmer ,2007) avers that effective writing requires a working knowledge of grammar, a refinement of the basic or instinctive knowledge the writer has already had. Harmer asserts that over the years, a number of errors and deviant forms in language use that are commonly observed in ESL students' writing include: poor knowledge of tenses and sequences of tenses; weakness in concord, winding constructions due to illogical thinking, wrong use of prepositions, direct translation from mother tongue thought process to English, inability to apply appropriate reading speed to reading material among others.

Similarly, The WAEC Chief Examiners' Report (2013) confirms the importance of English grammar to students' overall performance in the subject especially in public examinations. In 2013, the report states that:

Candidates' expressions were generally poor and their range of vocabulary so limited. Grammatical errors such as: spelling and punctuation errors, misuse or omission of the articles and the misuse of pronouns were common features in candidates' essays. In order to remedy these problems, teachers at the senior Secondary level should expose the candidates to speech, vocabulary development as well as Lexis and Structure (pg.6 - 7)

Excerpts from the WAEC Chief Examiners' Report show that poor knowledge of English grammar is one of the factors responsible for perennial poor performance in English language. Harmer (2007) observes that it is not surprising that most students in secondary schools lack the mastery of the grammatical principles because they are the higher points of languages. The knowledge of English grammar is needed to effectively arrange words, phrases, sentences and paragraphs in such a way as to engage and sustain the reader's attention. Similarly, (Beaugrand ,1991) posits that apart from improving students' writing in the area of sentence construction, the knowledge of grammar can also supply resources for the variation of emphasis in an essay. He describes this as the function of word order. Therefore, when grammar is wrong, everything will be wrong with the use of language. This suggests that the consistent under-achievement in English at the secondary and even tertiary levels in the Nigerian educational systems,



more often than not, a result of poor mastery of the English grammar. Besides passing examinations, inability of the students to get well grounded in the rudiments of the grammar of English language may jeopardise their effective public communication with its attendant negative effects on the way they are perceived by the general public. Good command of English usually earns the individuals some respect in the society, while the reverse is often the case for those who lack a good command of English. In addition, their chances of securing prestigious jobs will be reduced as part of the considerations for employment opportunities are good expressive skills. This confirms the submission of (Ogunyemi, 2014) that proficiency in oral and written expressions confers on the individual the privilege of securing gainful employment. An urgent solution is therefore imperative to help students overcome weaknesses in the mastery and usage of the grammar of the English language in order to improve their speaking and writing skills.

Several attempts aimed at improving the teaching and learning of English grammar in schools have led to the use of different learner-centred instructional strategies such as Co-operative learning strategy (Jacobs and Hall, 2002) Collaborative learning strategy (Richards, 2001) and Direct and Indirect Explicit Grammar Instructional strategies (Adedigba, 2015) among others. Although the findings of these studies have contributed immensely to instructional practices in English grammar, students' performance in English grammar in particular and English language in general has not improved significantly. Therefore, there is need for a paradigm shift from learner-centred instructional strategy to other teacher related factors such as teachers' commitment to teaching, pedagogical content knowledge and interpersonal skills that can influence students' achievement in English grammar. Mart (2013) posits that a teacher's commitment is an essential element of successful teaching. This is because committed teachers are passionate and concerned with the development of their students and how to keep students' learning. Similarly, Fox (1964) submits that the strength of any profession depends upon the degree of commitment of its members and the teaching profession is no exception. According to Mart, one of the most important factors in the development of passion for teaching is teachers' on-going commitment and dedication to students and learning. This is because teachers that are passionate about their job are often fiercely devoted to their work and greatly inspire their students. It is widely accepted that a

distinguishing feature that committed teachers have is, their dedication and passion to the development of students' achievement.

In addition, teachers that are committed to teaching know that it is their role to encourage students for an active learning and concern themselves with promoting students' intellectual and moral development. Passionate teachers work with enthusiasm, dedication and commitment to improve students' achievement and attitude to learning. Committed teachers do not consider teaching to be a laborious job or a stepping stone to other professions; rather, they inspire and motivate their students to succeed. (Rowe ,2003) posits that there are strong empirical grounds to support that teachers' commitment can and do make a difference in students' learning. Similarly, consistent high-quality teaching, supported by strategic professional development, can and does deliver dramatic improvements in students' achievement in any teaching and learning situation. The relationship between teachers' commitment and students' achievement has been examined in several studies. For example, (Fried,2001) states that there is a strong connection between passionate teaching and the quality of student learning.

Teachers who are passionate and committed to their work are likely to motivate their students better and improve their achievement in English grammar. On the other hand, (Fakeye, 2012) argue that other factors such as teachers' knowledge of the subject matter rather than commitment to teaching could predict students' academic performance. In view of these conflicting conclusions, there is a need for further research to determine the relationship between teachers' commitment to teaching and students' achievement in English grammar. Apart from teachers' commitment, another factor that has been established to be related to students' academic success is pedagogical content knowledge. Grossman, Wilson, and Shulman (1989) describe pedagogical content knowledge as the knowledge of the subject and its organizing structures. Similarly, (Ball, Thames, and Phelps,2008) argue that pedagogical content knowledge goes beyond the teachers' subject mastery. They opine that researchers have focused on many aspects of teaching, but more often than not, scant attention has been given to how teachers need to understand the subjects they teach. However, when researchers, educators and policy makers have turned attention to teacher subject matter knowledge the assumption has often been that advanced



study in the subject is what matters. But this is not usually the case with pedagogical content knowledge.

According to (Shulman, 1986), pedagogical content knowledge is:

... The most useful forms of representation of those ideas, the most powerful analogies, illustrations, examples, explanations, and demonstrations — in a word, the most useful ways of representing and formulating the subject that makes it comprehensible to others.... Pedagogical content knowledge also includes an understanding of what makes the learning of specific topics easy or difficult: the conceptions and preconceptions that students of different ages and backgrounds bring with them to the learning of those most frequently taught topics and lessons (p.7).

The concept of pedagogical content knowledge is not new. The term gained renewed emphasis with (Lee Shulman, 1986), a teacher education researcher who was interested in expanding and improving knowledge on teaching and teacher preparation that, in his view, ignored questions dealing with the content of the lessons taught. He argued that developing general pedagogical skills was insufficient for preparing content teachers as was education that stressed only content knowledge. In his view, the key to distinguishing the knowledge base of teaching rested at the intersection of content and pedagogy Shulman (1986). Several studies have examined the relationship between pedagogical content knowledge and students' achievement in a wide variety of subject areas such as science Hoyles, Noss, and Pozzi (2001), mathematics Ball, Hill and Bass (2005), special and higher education Shulman (1987), among others. These and other studies show that pedagogical content knowledge is highly specific to the concepts being taught, is much more than just subject matter knowledge alone, and develops over time as a result of teaching experience. The findings of these studies showed that pedagogical content knowledge can predict students' learning outcomes in these subject areas. However to the best knowledge of the researcher, the relationship between teachers' pedagogical content knowledge and students' achievement in English grammar has not received much research attention. Therefore, this study examined the relationship between teachers' commitment, pedagogical content knowledge and students' achievement in English grammar.

STATEMENT OF THE PROBLEM

English grammar is an important aspect of the English language curriculum at senior secondary schools because of the significant role it plays in oral and written communication. However, reports from public examination bodies reveal that secondary school students are deficient in English Grammar and this has affected the quality of spoken and written English among the secondary school students. Efforts to address these problems have largely focused on interventions through various effective instructional strategies. Although findings from these studies confirm significant effect of the strategies on students' achievement in English grammar, the problem of underachievement in the subject still persists. Therefore, scholars have suggested a shift of focus from instructional strategies to teacher-related variables such as teachers' commitment and pedagogical content knowledge. Studies have shown that these variables are influential in determining students' achievement in some other school subjects but the extent to which these teacher variables would combine to predict students' achievement in English grammar needs to further research into in Ekiti State. Therefore, this study investigates teachers' commitment and pedagogical content knowledge as predictors of students' achievement in English grammar in Ekiti State, Nigeria.

RESEARCH QUESTIONS

Based on the stated problems, the following research questions were answered at 0.05 level of significance.

1. What relationship exists among teacher's commitment, pedagogical content knowledge and students' achievement in English grammar?
2. What is the composite contribution of teachers' commitment, pedagogical content knowledge to students' achievement in English grammar?
3. What is the relative contribution of teachers' commitment, pedagogical content knowledge to students' achievement in English grammar?
4. Which of the independent variables would predict students' achievement in English Grammar?

SCOPE OF THE STUDY

The study covered senior secondary two students who were selected from Ekiti south senatorial district in Ekiti State. All the Senior School two students in the selected schools were used for the study. The contents



selected for the study include punctuations, lexis and structures and other grammar-related topics in the scheme of work for the term in line with the WAEC syllabus on English language from 2012 – 2017.

SIGNIFICANCE OF THE STUDY

The study revealed that pedagogical content knowledge was significant to students' achievement in English grammar thereby providing a lee-way towards finding solution to the problem of underachievement in English Language. The findings of this study would be of immense benefits to teachers of English language, curriculum planners, language educators, policy makers and all stakeholders in the teaching of English in a second language situation. Specifically, the study would give English language teachers an insight into some teacher-related factors that can facilitate or impede effective teaching and learning of English grammar. The study would help teachers to reassess and redirect their attention towards commitment and pedagogical content knowledge in everyday classroom practice and use these to improve student's achievement in English grammar.

METHODOLOGY

This study adopted descriptive survey design of a correlations type. The population consisted of senior secondary two teachers of English language and students in Ekiti State, Nigeria. Ekiti state was stratified into three senatorial districts, simple random sampling was used to select Ekiti South senatorial district. In this senatorial district thirty senior secondary schools were selected through random simple sampling. Purposive sampling was used to select all senior secondary two English language teachers from each school. In all, a total of one thousand five hundred students and thirty teachers participated in the study. Three instruments were used for data collection in this study, these are: teachers commitment questionnaire (TCQ), Teachers pedagogical rating scale (TPCKRS) as well as English grammar achievement test (EGAT) the instrument were trial tested on two English teachers and students from one secondary school that was not part of the study. The reliabilities of the three instruments were estimated using (Cronbach Alpha and KR₂₀ to ensure internal consistency. The reliability coefficients obtained were TCQ = 0.81, TPCKRS = 0.83 and EGAT = 0.81. Data were analysed using Pearson product moment correlation and multiple regressions.

Answering the Research Questions

The results of the data analysis were presented in line with the research questions raised in the study.

Research Question 1: What relationship exists among teachers' commitment, pedagogical content knowledge and students' English grammar achievement?

Table 4.1: Correlation Matrix of independent variables and Achievement in English grammar

Construct	Achievement in English grammar	Teachers commitment to teaching	Teachers pedagogical content knowledge
Achievement in-English grammar	1		
Teachers Commitment to teaching	.719 [*] .000	1	
Teachers pedagogical content knowledge	.595 [*] .000	.039 [*] .019	1
Mean	25.50	26.55	21.05
Std. Deviation	5.925	3.759	3.316

* Denotes correlation at 0.05 level of significance.

Table 4.1 shows that there is significant positive correlation between teachers' commitment to teaching ($r = 0.719$; $P < 0.05$). This implies that as teachers improve on their subject mastery, students' achievement in English grammar would be enhanced. There was significant positive relationship between teachers' pedagogical content knowledge, and students' achievement in English grammar ($r = 0.595$; $P < 0.05$). This means that improvement in teachers' pedagogical content knowledge would lead to enhanced students' achievement in English grammar.

Research Question 2: What is the composite contribution of teachers' commitment, pedagogical content knowledge and students' English grammar achievement?



Table 4.3: Multiple Regression Analysis of Composite Contributions of independent variables (teachers' commitment to teaching, pedagogical content knowledge) to students' English grammar achievement

Model	Sum of squares	Df	Means Square	F	Sig.
Regression	398.516	3	132.839	7.422	.006
Residual	268.484	15	17.899		
Total	667.000	19			

R = .773
 R² = .597
 Adjusted R² = .490
 Std. Error of the Estimate = 4.23071

* Denotes significant relationship at 0.05 significance level.

Table 4.2 shows that the composite contribution of independent variables (teachers' commitment to teaching, pedagogical content knowledge and students' English grammar achievement) to achievement in English grammar was significant.

The F value ratio of the result ($F_{(3,15)} = 75.422; P < 0.05$) shows that the independent variables have composite contribution to students' achievement in English grammar. Table 4.2 further revealed a multiple regression adjusted (R^2) of 0.597. This implies that 59.7% of the total variation in students' achievement in English grammar is attributable to the composite contributions of independent variables of teachers' commitment to teaching, pedagogical content knowledge.

Research Question 3: What are the relative contributions of teachers' commitment to teaching, pedagogical content knowledge to students' English grammar achievement?

Table 4.3: Summary of Multiple Regressions showing Relative Contribution of Independent Variables to achievement in English grammar

Model	Unstandardized Coefficients		Standardized Coefficients	Rank	t	Sig.
	B (β)	Std. Error	Beta (β)			
(Constant)	11.695	3.419				
Teachers commitment	1.023	.351	.573	1 st	2.918	.003*
Teachers pedagogical content knowledge	.589	.249	.355	2 nd	.866	.008*

* Denotes significant at $P < 0.05$

4.5 reveal the relative contributions of each of the independent variables of teachers' commitment to teaching, pedagogical content knowledge to students' achievement in Literature-in-English. The relative contributions of teachers' commitment to teaching, ($\beta = .573$; $t = 2.918$; $P < 0.05$), teachers pedagogical content knowledge ($\beta = 0.355$; $t = 0.866$; $P < 0.05$) to students' achievement in English grammar were significant. Thus, all the independent variables made significant relative contribution to students' achievement in English grammar. The prediction equation is given by:

$$Y_1 = 11.70 + 0.57X_1 + 0.36X_2 + 0.45X_3$$

Where:

Y_1 = Students' Achievement in English grammar

X_1 = Teachers' commitment to teaching

X_2 = Teachers' pedagogical content knowledge

Research Question 4: Which of the independent variables (teachers' commitment, pedagogical content knowledge) would predict students' English grammar achievement? From table 4.3, it could be inferred that teachers' commitment to teaching ($\beta = .699$; $t = .864$; $P < 0.05$), teachers' pedagogical content knowledge ($\beta = .454$; $t = 1.867$; $P < 0.05$) could all predict students' achievement in English grammar.



DISCUSSION OF FINDINGS

Teacher Commitment to Teaching as a Correlate of Achievement in English Grammar

The findings of this study showed a positive relationship between teachers' commitment to teaching and students' achievement in English grammar. This finding might be due to the fact that the process of teaching and learning involves dissemination of knowledge, and skills from a committed (teacher) to the learners. Hence, teachers' commitment to teaching ensures effective teaching and learning. When teachers are committed to teaching English grammar, they would be able to engage students in meaningful activities as well as correct students' misconceptions during the process of instruction. In addition, teachers that are committed to their job are often fiercely devoted to their work and greatly inspire their students. It is widely accepted that a distinguishing feature of a committed teachers is their dedication to the development of students' achievement. This finding accords perfectly with that of Kamamia, Ngugi and Thinguri (2014) who, in a study of influence of teachers' commitment on science achievement of Kenyan Secondary school students, reported that teachers' commitment is linked to students' achievement. The finding also agrees with that of Shnaham (2008) who reported that teachers' commitment influenced students' achievement in Chemistry. Also, in another study, Adigun (2016) reported that teachers' commitment to teaching had significant influence on students' general academic performance. On the other hand, this finding negates those of Fakeye (2017) who found that teachers' commitment to teaching had no significant relationship with students' achievement in English Vocabulary. The disparity in the finding of this study and that of Fakeye could be due to the fact that while this study is on English Grammar, that of Fakeye was on English vocabulary.

Teachers' Pedagogical Content Knowledge and Students' Achievement in English Grammar

The result of the study revealed that teachers' pedagogical content knowledge has a significant relationship with students' achievement in English grammar. This finding is not surprising considering the fact that teachers' knowledge of the content and the way it should be organised for effective learning affects students' learning. In addition, quality learning takes place when the teacher takes students through a clearly sequenced instructional procedure. This finding accords perfectly with those of Gunter,

Estes and Schwab (2003), Palmer (2001) and Elbert (2011) who found in separate studies that teachers' content knowledge significantly correlated with students' achievement in Mathematics, Science and English language respectively. However, this finding contradicts the submission of Olaitan (2017) that teachers' pedagogical content knowledge was not significantly related to students' achievement in Chemistry.

Relative Contributions of Independent Variables to Students' Achievement in English Grammar

Teachers' commitment to teaching and pedagogical content knowledge as reported in this study, made significant relative contributions to students' achievement in English grammar. The probable explanation for this is that these three independent variables are practically interconnected in the teaching-learning process. They are psychological and pedagogical factors that may combine to determine effectiveness of teaching and learning in English grammar classroom. This result is in support of the findings of Kamamia, Ngugi and Thinguri (2014), Adediwura and Bada (2007), Makinde and Tone-Lawyer (2008), Adegbile and Adeyemi (2008), Elbert (2011), Atanda and Jaiyeoba (2011) and Adebambo (2016) who reported that teachers' pedagogical content knowledge and other teacher-related variables made significant relative contributions to students' achievement in Mathematics, Biology, Chemistry, Fine Arts, English Language and English Grammar respectively. On the other hand, this finding contradicts those of Ahmad (2008) and Harris and Sass (2008) who reported that teacher factors did not make significant relative contribution to students' achievement in Geography and Science respectively.

Composite Contribution of the Independent Variables to Students' Achievement English Grammar

The study reported that the composite contribution of teachers' commitment to teaching and pedagogical content knowledge to students' achievement in English grammar was significant. This finding is not unexpected given the fact that these variables are core variables that determine the direction of effective classroom interaction and activities in English grammar instruction. This finding is consistent with those of Ahmad (2008), Adegbile and Adeyemi (2008), Atanda and Jaiyeoba (2011) and Adebambo (2016) who in separate studies reported that teacher factors, had significant composite contribution to students achievement in Geography, Mathematics, Social



Studies, English Language and English Grammar respectively. The result, however, is at variance with the submissions of Rea-Dickins (2004), and Shohammy, et al (2008) who found no significant composite contribution of teacher quality factors to students' achievement in Biology and Mathematics respectively.

Independent Variables as Predictors of Students' Achievement in English Grammar

The results revealed that the two independent variables are capable of predicting students' achievement in English Grammar. In all, the correlation and regression analyses used in the study indicate various levels of the predictive capacity of each of the variables on students' achievement in English grammar. Hence, teachers' commitment to teaching was the highest predictor of students' achievement followed by pedagogical content knowledge.

CONCLUSION

The study investigated teachers' commitment to teaching and pedagogical content knowledge as predictors of students' achievement English grammar in Ekiti State, Nigeria. The independent variables were found to be capable of predicting students' achievement in English grammar. The study had thus provided a better understanding of some of the teacher-related factors that could influence students' achievement in English grammar. It could be concluded from this study, therefore, that these teacher factors are very crucial to solving the problem of poor achievement in English grammar among senior secondary school students in Ekiti State. These variables can make or mar the effectiveness of whatever instructional strategies adopted in teaching and learning of English grammar in schools. If teachers lack the pedagogical content knowledge of English grammar and are not committed to their job, students' achievement in this aspect of English would be inhibited.

RECOMMENDATIONS

The following recommendations were made based on the findings of this study:

1. Regular payment of salary will increase the commitment of teachers.
2. The school environment should make learners and teachers friendly because when the school environment is friendly then teaching and learning will be interesting.

3. The teachers should update themselves by having personal intellectual fitness through seminars and conferences.
4. The teachers should enrol for higher degree in English language in order to upgrade their knowledge.
5. The teachers should encourage brain storming and interaction on areas that can improve their teaching of English grammar.

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