

ORIGINAL ARTICLE**The Relationship between Secondary Schools Teachers' Knowledge and Extent of Teaching Listening Comprehension in Katsina State, Nigeria****Iliyas, Rasaq Ayodeji¹ and Abdulmalik, Sabitu²**

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Abstract

Listening as a language skill is the kernel of language learning which has been receiving very little attention in the purposeful task of teaching English as a Second Language in Nigeria: a practice noticeably inhibiting attainment of competence in English language. The study examined secondary school teachers' knowledge of listening comprehension and the extent of teaching the skill in Katsina State, Nigeria. Sample for the study consisted of fifty-nine (59) teachers of English language randomly selected from 59 senior secondary schools out of 160 in the State. The study used Teachers of English Listening Knowledge Test (TELKT) and Teachers' Extent of Teaching Listening Comprehension Questionnaire (TETLCQ) duly validated by experts and through a pilot test with reliability co-efficient of 0.8; the instruments were found reliable to collate data for the survey study. Mean Percentage and Frequency count, Pearson Product Correlation, ANOVA and T-test were used to analyse data collected. The study found that secondary school teachers are merely averagely knowledgeable about listening; nevertheless, they poorly teach it to students in schools, and no relationship exists between knowledge and extent of its teaching. The study thus recommends for an urgent in-service training for the teachers on listening skills teaching, recruitment of adequate qualified teachers of English language and a critical monitoring of listening instructional contents taught in schools by school heads and the quality assurance unit of the ministry of education.

Keywords: Extent/ ESL/Listening/ Knowledge/Relationship/ Teaching/

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1. Introduction

1.1. Background of the Study

In Nigeria, Secondary school is composed of upper basic and Senior Secondary level, with the senior level as the concern of this study. The Nigeria's National Policy on Education (FRN, 2014) states the objectives of Senior secondary education on the youngsters as provision of basic education certificate irrespective of gender, faith and status. Its provision includes presentation of diversified curriculum for individual talents and future opportunities and roles; provision of trained manpower at sub-professional level; training of morally sound independent and creative youths, and promotion of Nigerian languages and arts among other broad objectives. As the medium of instruction across the school subjects, except for a few other local and foreign languages classes, all students offer the English language, and a credit pass in English has for a long time been a compulsory requirement for further studies in Nigerian states including Katsina State.

Katsina State was created in 1987 by the then Federal Military Government with a population of 5,801,584, according to the 2006 population census. Katsina State is found in the North-western region between latitudes 11°08'N and 13°22'N and longitudes 6°52'E and 9°20'E. The State has a total number of 34 Local Government Areas divided demographically into three Senatorial zones of Katsina, Daura and Funtua, and a sum total of 160 Senior Secondary Schools spread all over the State where graduating students sit for the Nigeria's Senior Secondary School Certificate Examination (SSCE) organized separately by the West African Examination Council (WAEC) and the National Examination Council (NECO). The Secondary school in Nigeria is the equivalent of the High school, which is the education a child attends after the first six years of primary education. The Secondary school in Nigeria is divided into two as Junior Secondary (3 years) and Senior Secondary (3 years). Successful graduates of the Senior Secondary School proceed into the University, or into intermediate higher institutions like Polytechnic, Colleges of Education, or into the world of work as self-employed or as very junior employee. The Government structure of the State has the Governor as the Chief Executive Officer, while Ministries are manned by Commissioners who are appointees of the Governor. The State education Ministry oversees issues on secondary school education (Katsina SESP, 2010).

Different higher academic attainments qualify one to be a teacher in Nigeria; notably while holders of the Nigeria Certificate in Education (NCE) are taken as trained but unqualified teachers, holders of Bachelor degree in education and arts or sciences (B.A. Ed, B.Ed. & B.Sc. Ed) are trained and qualified teachers in their respective fields of study for Secondary schools. Although holders of degrees in other academic fields professionalize as teachers through a further acquisition of Post Graduate Diploma in Education (PGDE), there are teachers with higher academic qualifications up to the doctoral level. However, due to lingering paucity of suitably qualified teaching manpower in Katsina State, according to Katsina State Education Sector Strategic Plan (SESP, 2010), holders of certificates in seeming related fields of studies and sometimes unqualified personnel are deployed to, especially, teach English language where listening comprehension is a sub-set of. Some of these other qualifications include Diploma

certificates (non-degree and less than the NCE), degrees in Mass Communication, History, Sociology, etc. and any University graduate with seeming fluency in English language.

Teachers' competence more than ever before becomes an issue that has to be given thorough focus now owing to Kress (2000) views that "the previous era had required an education for stability; the coming era requires an education for instability" (p.133). This is particularly the case considering the complexities of life challenges, which the coming era (from the moment) expects learning to confront. A teacher of listening competence, therefore, entails his knowledge, skill, attitude and experience that can facilitate effectiveness on the job. Selvi (2010) groups teachers' competencies into three as field, pedagogical and cultural. By field competence, attention is on knowledge of the content or subject matter; pedagogical competence refers to being skillful in the arts and procedure of knowledge delivery and of the subject curriculum philosophy, model, goals and development processes - teaching skills, and cultural competence borders on knowledge of the students, the context and available resources among others. Mastery of these competencies is a prerequisite in any efforts towards facilitating listening comprehension, especially in Nigeria as ESL context. This study examines secondary school teachers' knowledge of listening comprehension and the extent of teaching the skill in Katsina State, Nigeria.

1.2. Statement of the Problem

Listening is one of the four basic language skills; others are speaking, reading and writing. Listening is a two task rolled into one: attention to acoustic signal and mental information (sound) processing for appropriate meaning. It is a most frequently used activity that is demonstrated in having to listen to a friend, to direction when in a new place, to instruction on getting a task done, to information for personal enrichment and to exhortation to get inspired.

In spite of the fact that adults listen twice the time for speaking (Morley, 1991) and the context of learning in Nigerian secondary schools almost entirely is dependent on teachers' verbal interaction with students, up till the moment very little attention is given to listening teaching and research. The scenario is more disturbing in Nigeria, where English as a Second Language (ESL) dominates personal, family and national communication (Iliyas, 2011). Listening deserves special focus considering studies' findings that its mastery is a cardinal requisite for ESL competence (Oxford, 1993; Lotfi, 2012).

Regardless of the extent of studies on listening, so long it has not been adequately focused within the purview of facilitators of knowledge, that is, the teacher, especially at the pre-tertiary level where the students are still learning how to learn or forming learning habits, so much then would still have been left undone. Olaofe (1994) experimented fostering of comprehension in teaching listening among undergraduate students in a Nigerian university (Ahmadu Bello University, Zaria), where he found listening defects in students and recommended additional time for teaching the Use of English Programme. Osada (2004) reviewed listening comprehension research of the past thirty years, and he concluded by describing listening as a most neglected skill. Osada (2004)

called for more focus on the natural first language skill. Lotfi (2012) in a development and validation study examined beliefs on English language listening comprehension problems with Iranian students, where he found listening process, input, listener, task and context as source of comprehension problems. Hamouda (2013) investigated listening comprehension problems faced by Saudi students in English language listening, and he found accent, pronunciation, speed of speech, limited vocabulary and anxiety as some of the participants' constraints to meaningful comprehension. Iliyas (2014) experimented post-listening organiser and its effect on sub-degree students in Nigeria. The outcome of that study includes a high significance for the listening strategy in enhancing participants' comprehension and note-taking. Iliyas *et al.* (2016) in a survey on tertiary institutions students in Kwara State, Nigeria, found that participants demand increased instruction on listening.

From the foregoing discussion, it is clear that little attention has been paid to the very significant status of teachers in listening comprehension process, especially on the centrality of listening skill to ESL mastery at the lower level (Jansen, 2016). This study, therefore, attempts an examination into the preparedness of teachers of English language (listening) in terms of their knowledge of the skill and extent to which they teach listening.

1.3. Research Questions

The research sought answers to the following questions.

1. What is the degree of knowledge of secondary school teachers of English language about the listening skill in Katsina State?
2. To what extent do secondary school teachers of English language in Katsina State teach listening comprehension?
3. What significant difference does exist in the teachers' knowledge and extent of teaching listening comprehension on the basis of gender, teaching qualifications, and their different years of teaching experience?

1.4. Main Research Objective

The main objective of the study is to examine secondary school teachers' knowledge of listening comprehension and the extent of teaching the skill in Katsina State, Nigeria.

1.5. Specific Research Objectives

The specific objectives of this study are to find out:

- i. The degree of knowledge of secondary school teachers of English language about the listening skill.
- ii. The extent to which these teachers teach the listening comprehension to their students.
- iii. The possibility of significant difference in the teachers' knowledge and extent of teaching listening comprehension on the basis of gender, teaching qualifications, and their different years of teaching experience.

1.5. Research Hypotheses

- H0₁: There is no significant relationship between secondary school teachers' knowledge and extent of teaching listening comprehension in Katsina State.
- H0₂: Significant difference does not exist in secondary school teachers' knowledge and extent of teaching listening comprehension based on their gender as male and female.
- H0₃: There is no significant difference in secondary school teachers' knowledge and extent of teaching listening comprehension based on their varied teaching qualifications.
- H0₄: There is no significant difference in secondary school teachers' knowledge and extent of teaching listening comprehension on the basis of their different years of teaching experience.

1.6. Scope of the Study

This study covers the extent of knowledge of secondary school teachers of English language about listening and the degree to which they teach it in Katsina State, Nigeria. The study involved 59 participants selected from 59 secondary schools out of 160 of its type across the three zones of Katsina State. The study did not cover students' listening strategies and degree of comprehension, which is believed, could be studied separately as aftermath of this study on the teachers.

1.7. Significance of the study

The significance of this study would impact on teachers of listening, students' academic performance from national examination, study skills competence at the tertiary level and the general standard of education. Outcome of this study would serve as wake-up call on the need for teachers to re-focus on sharpening their knowledge of listening as a language skill and the very important need to as well teach it for its pivotal place in the learning of English as a second language. There is no doubt students' academic performance would increase as a result of renewed teaching of listening. This would stimulate students' mastery of English language that is the medium of instruction across the curriculum and a major prerequisite for further study. Students of the tertiary institutions would benefit immensely from the long term benefit of this study as sufficient teaching at the lower level on listening would appropriately prepare these students for advanced study in Universities where instructions are more generally verbal and demanding on students' aural comprehension ability. All of these, no doubt, would serve to put the country's education on a higher standard to enable education serve truthfully as agent of positive transformation and excellence.

2. Review of Related Literature

2.1. Reviewed Studies

Listening is a conscious process of making sense from oral input. Byrnes (1984) describes listening as a very complex problem-solving task. It involves other distinctive skills and thus listening should be facilitated to make adequate understanding of oral input possible. Holden (2004) stresses that listening is an active process in which the listener has to discriminate among sounds, grasp words and grammar, decipher intonation and other acoustic cues, and retain the basis of information obtained for a long time to interpret it in the context of the verbal input. Emmert (1994) views listening as an active procedure through which an individual receives and constructs meaning from and reacts to spoken and non-verbal information. Saha and Talukdar (2000) posit that hearing connotes mere perception of sound passively, unlike listening which is about perception of meaning. The International Listening Association (ILA) gives a synopsis of listening as the ability of the hearer in a verbal communication to combine multifarious skills of predicting, guessing relevant details and understanding inferences as guide to meaning.

Vandergrift (2007) states listening comprehension as an outcome of some knowledge of phonology, syntax and semantics in the language of the verbal input; without which the art of verbal communication would amount to mere meaningless sound bundles. She advocates instruction in listening which enhances children's comprehension and makes them better readers. Vandergrift (1997) emphasizes on usefulness of bottom-up skills- elements of language knowledge, and top-down skills- knowledge of the world, as essential in making meanings in listening. Making meanings from verbal input requires concise processing of sound (perceptive skills); processing meaning (analysis skills), and processing knowledge and context (synthesis skills) (Rost & Rost, 1991; McDonough & Shaw, 1993).

Lund (1991) traces the deserved relevance of listening to learning other language skills to the era when the audio-lingua language teaching method was popular, yet reading has attracted more study and teaching than listening. Rost and Rost (1991) declare that language learning cannot take place until listening skill is mastered; a ticket to speaking, which Vandergrift (1999) affirms on listening as the polestar of language learning. Nunan (1997) opines that the claim of ESL knowledge means ability to speak and write in that language. Listening and reading are thus emergent skills: means to other ends rather than ends in themselves.

Rost (1990) identifies listening types as transactional, interactional and critical. At the level of transactional, listening would be meaning scooping from such interlocutory activity intended to access new information. Activities under transactional listening include for specific and general information to undertake a task, and for direction when in a new place as exemplified in radio, television and organized lecture contexts. Interactional listening is such that is bipolar, real interlocation found among peers, where there is reciprocity and communication breakdown is instantly mended in clarification and mood inspired exemplification. Rost (1990) exemplifies this listening type in study group discussion, spousal interlocation, and described critical listening as creative and evaluative oriented. Wolvin and Coakley (1992) have Rost's equivalents in

transactional, which is equal to therapeutic and appreciative; critical, which is equal to critical, and interactional, which is equal to comprehensive.

O'malley and Chamot (1990) views listening strategy as composed of cognitive operations over and above the processes that are natural consequences of carrying out a task. Varadi (1983) finds that with the use of strategies, listeners understand better and respond appropriately to the extent of their mastery of L2. Iliyas (2017) advocates the use of metacognitive strategies like tying listening comprehension to schema, previous knowledge about verbal input, and note-taking from listening. Underwood (1989) pointedly suggests direct training of students to listen through getting main ideas, summarizing and that 'the direct teaching of listening strategies appears to help learners to become more conscious of their listening habits than do more of incidental approaches' (p. 11). Vandergrift (2007) expatiates O' Malley and Chamot three listening strategies: Metacognitive- to coordinate, regulate, or control the listening process; Cognitive- manipulates the resources to be learned or use a particular technique to make listener ruminate on verbal input, and Socio-affective- deals with collaboration, interaction with other listeners as can be found in group task discussion and inference from oral input. In facilitating listening, critical thinking is pivotal, which involves its active application through raising fundamental question that leads to well-reasoned conclusion, and thinking open-mindedly within alternative system (www.criticalthinking.org).

2.2. Framework of the Study

To guide the process of this study, Information Processing Theory is adapted. The theory views perceived verbal communication as a procedure where the speaker's meaning (the information) is sustained through a transmission network (Iliyas, 2017, acknowledging Rost, 1990). The duty of the teacher in the context of this study is to facilitate in secondary school students the ability to reconstruct the speaker's information. A researchers' designed framework guiding the conduct of the study is given in Figure 1 thus:

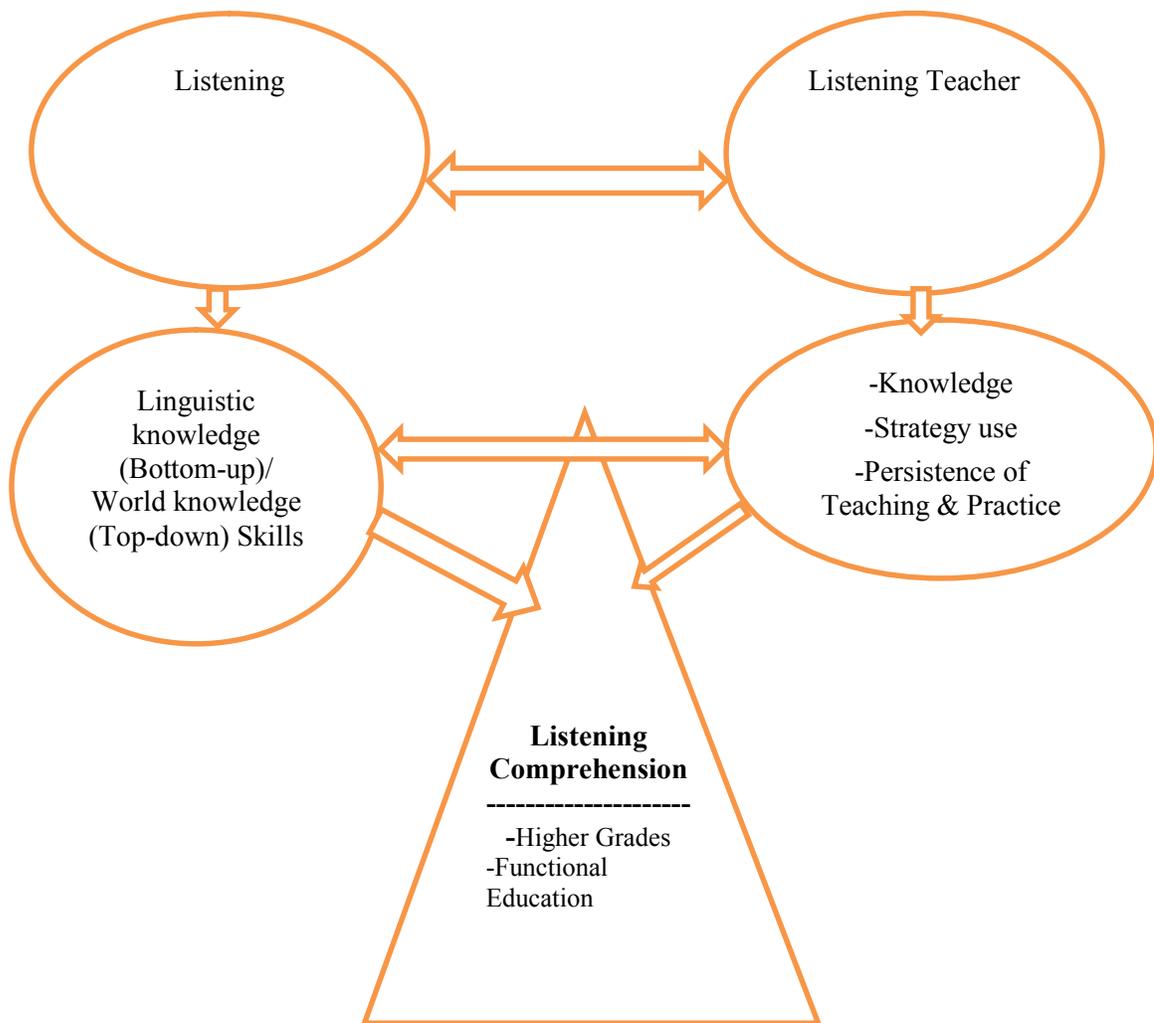


Figure 1: Researchers' designed display of listening facilitation process and aftermath

As presented in Figure 1, listening as the theme is mediated by the teacher. The teacher does this through deployment of her/his deep knowledge of listening, interplay of

bottom-up and top-down skills and use of different strategies to facilitate listening on students for relative attainment of higher grade and functional education. The highlighted interplays that constitute the framework for the study guided stages of the study, especially, on drawing and attending to the questionnaire and test items for participants. Bearing in mind the required connectivity of the teacher with deep understanding of the concept, listening: a first stage in the chain of synergies. At the intermediate stage of the chain of the framework for the study is knowledge of the language of listening (English) and of the meaning, types and strategies of listening teaching. The outcome of genuine observance of the two earlier stages is effective comprehension, which could yield higher grades across courses and lead to attainment of functional education.

3. Materials and Methods

This study is a survey research design that was carried out between October and December, 2016 to study the preparedness of secondary school teachers of (listening) English language in terms of their knowledge of the skill, and extent to which they teach listening in Katsina State, Nigeria. A survey research seeks to produce statistics that is a quantitative description on some aspects of the study population. Data for this type of study is generated through arrays of relevant questions from a sample of the population, and an outcome of such study is accepted as generalizable on the whole population (Floyd & Fowler, 2009).

The target population for the study consists of all teachers of English language distributed across one hundred and sixty (160) secondary schools in Katsina State, Nigeria; 65(40.63%) teachers were selected through simple random sampling technique across the three Senatorial zones (Funtua, Katsina & Daura) of Katsina State with a teacher per school. Out of the 65 questionnaires distributed, 59 (36.88%) were retrieved and the remaining 6(3.75%) could not be retrieved. Thus, a sample of 59 teachers was the sample of the study. The choice of 59 (36.88%) teachers as a sample size is in line with central limit theorem recommendation that suggested a minimum of thirty (30) participant is enough to establish relationship between variables in a survey research as noted by Sambo (2008).

The study's instruments consist of researchers' designed Teachers' English Listening Knowledge Test (TELKT) and Teachers' Extent of Teaching Listening Comprehension Questionnaire (TETLCQ). For the first instrument (test), participants responded, in a short answers form, to questions on listening (meaning, scopes, inhibition, etc.), while the questionnaire was structured in a likert scale 4-1 rating to gather data from the participants on their extent of teaching listening comprehension. The instruments were trial-tested in a split half pilot study in two weeks interval, which yielded 0.80 index that showed that the instruments were reliable. All the instruments were given to three experts for suggestions and critique which were used in ensuring the validity of the items.

In the analysis of the data collected, frequency count, percentage, means and Standard Deviation were used to answer the study's two research questions. Assumptions of parametric tests have been checked in the use of T-test, Pearson Product-moment Correlation and ANOVA for testing the stated hypotheses. So, hypothesis 1 was

tested using Pearson Product-moment Correlation. This statistical tool is used to find out relationship between two variables. In this study, the relationship between teachers' knowledge and extent of teaching listening comprehension was computed (Table 3). Hypothesis 2 was tested using T-test. This was used to find out if there is any significant difference between mean scores of two variables. Here, gender (male and female) was involved. Further, T-test was used to find out if there was significant difference between male and female teachers in the knowledge and extent of teaching listening comprehension (Table 4). Analysis of Variance (ANOVA) was used when there was the need to find out if there was significant difference among variables with three or more groups. Teaching experience and qualifications were divided into more than two groups; hence the reason for using ANOVA to test Hypotheses 3 and 4 (Tables 5 and 6).

4. Results

This part presents the analysis of the collected data for answering research questions and testing the null hypotheses stated.

Research Questions

1. What is the performance of secondary school teachers of English language on listening comprehension test in Katsina State?

Table1: Secondary School Teachers' Knowledge of Listening Comprehension

Scores (out of 40)	Frequency	Percent	Valid Percent	Cumulative Percent	Remark
5	1	1.7	1.7	1.7	Not okay
7	1	1.7	1.7	3.4	Not okay
8	6	10.2	10.2	13.6	Not okay
9	4	6.8	6.8	20.3	Not okay
10	12	20.3	20.3	40.7	Not okay
11	1	1.7	1.7	42.4	Not okay
12	3	5.1	5.1	47.5	Not okay
13	4	6.8	6.8	54.2	Okay
14	4	6.8	6.8	61.0	Okay
15	7	11.9	11.9	72.9	Okay
16	6	10.2	10.2	83.1	Okay
19	1	1.7	1.7	84.7	Okay
20	4	6.8	6.8	91.5	Okay
22	2	3.4	3.4	94.9	Okay
24	2	3.4	3.4	98.3	Okay
28	1	1.7	1.7	100.0	Okay
Total	59				

The results presented in Table 1 indicate the performance scores of the secondary school teachers' knowledge of listening comprehension in Katsina State. From the results, only 31 out of the 59 teachers who participated in the study scored above average representing 52.5%, the marks scored ranging from 13 to 28 marks. While the remaining 28 participants, representing 47.5%, earn marks ranging from 5 to 12 marks out of 40.

2. To what extent do secondary school teachers of English language in Katsina State teach listening?

Table2: Secondary School Teachers' Extent of Teaching Listening Comprehension in Katsina State

S/NO	I t e m s	Mean	S D	Remark
1	I teach listening as it appears on the syllabus of English language	3.12	3.07	Okay
2	I devote appropriate lessons and weeks to teach the different aspect of listening in the syllabus	2.37	2.33	Okay
3	I use all specified materials as teaching aids when teaching listening as contained in the syllabus	1.64	1.62	Not okay
4	I point out to students advantage offered to speaking by listening as I teach them	1.95	1.92	Not okay
5	I emphasize listening as part of introduction to English language syllabus	1.89	1.87	Not okay
6	Because there is no time to teach listening, I teach other important aspects of English language	1.20	1.18	Not okay
7	I cannot see any difficult topic in listening, so I don't teach it	1.27	1.25	Not okay
8	I correct students' erroneous impression about listening, so I teach it	1.73	1.69	Not okay
9	I make students to listen in different contexts and to native speakers of English on tape	1.73	1.69	Not okay
10	My listening class expose students to listening to familiar and unfamiliar text	1.64	1.62	Not okay
11	Students are asked to summarize important points as they listen in my class	1.83	1.79	Not okay
12	I make students to reflect as they listen and answer questions based on their listening	1.86	1.86	Not okay
13	I present listening text to my students upon which group tasks are based and students interact to solve those task	1.69	1.67	Not okay
	Average Mean	1.97		

The data presented in Table 2 revealed that all the 13 items had their means ranged from 1.20 to 3.12 and only 1st and 2nd items were above average mean of 1.97. This implies that most of the teachers are aware of the presence of listening comprehension in the English language syllabus but they have given little attention to its teaching in secondary schools.

Research Hypothesis

H₀₁: There is no significant relationship between secondary school teachers' knowledge and extent of teaching listening comprehension in Katsina State.

Table 3: Secondary School Teachers' Knowledge and Extent of Teaching Listening Comprehension in Katsina State

		Knowledge	Extent of Teaching
Knowledge	Pearson Correlation	1	-0.52
	Sig. (2-tailed)		0.69
	N	59	59
Extent of Teaching	Pearson Correlation	-0.52	1
	Sig. (2-tailed)	0.69	
	N	59	59

**Correlation is significant at the 0.05 level (2-tailed).

Table 3 displays Pearson Product Moment Correlation analysis on the relationship between secondary school teachers' knowledge and extent of teaching listening comprehension in Katsina State. A statistically insignificant relationship between the two variables was observed ($r = -.052$, $n = 59$, $p = 0.69$). Thus, the null hypothesis that states "there is no significant relationship between secondary school teachers' knowledge and extent of teaching listening comprehension in Katsina State" is retained.

H₀₂: Significant difference does not exist in secondary school teachers' knowledge and extent of teaching listening comprehension based on their gender as male and female.

Table4: Knowledge and Extent of Teaching Listening Comprehension of Secondary School Teachers' Based on Gender as Male and Female

Variable	Gender	N	Mean	Std. Deviation	df	t	P	Remark
Knowledge	Male	36	14.33	4.84	57	1.87	0.07	NS
	Female	23	11.96	4.61				
Extent of Teaching	Male	36	68.92	7.98	57	-0.56	0.57	NS
	Female	23	70.39	12.09				

(NS)Not Significant at $p \geq 0.05$

Table 4 shows t-test analysis of knowledge and extent of teaching listening comprehension of secondary school teachers based on gender as male and female. From the results, male participants has a mean knowledge scores of (n= 36, \bar{x} = 14.33, S.D= 4.84). While female participants recorded a knowledge mean score of (n= 23, \bar{x} = 11.96, S.D= 4.61), and the difference between the two groups is not statistically different at (t= 1.87, df=57, p=0.07). The analysis in the Table also reveals that there is no significant difference on the extent of teaching listening compression between male (n=36, \bar{x} =68.92) and female (n=23, \bar{x} =70.39) at (t= -0.56, df=57, p=0.57). Thus, it was concluded that, although the means of male participants were fairly higher in both knowledge and extent of teaching listening comprehension, the two groups did not statistically significantly differ in both knowledge and extent of teaching listening comprehension in Katsina State.

H₀₃: There is no significant difference in secondary school teachers' knowledge and extent of teaching listening comprehension based on their different teaching qualifications in Katsina State.

Table 5a: Frequency and Percentage of Teachers' Qualifications

S/No	Highest Qualification	Frequency	Percentage (%)
1	NCE ³ .	31	52.54
2	B.A./B.A.Ed(English language)	13	22.03
3	B.A./ B.A. Ed (Other courses)	08	13.56
4	M.A/ M.Ed (English language)	04	6.78
5	M.A./M.Ed (Other courses)	03	5.08
	Total	59	99.99

Table 5a shows that majority of the participating teachers are trained with NCE 31 (though trained but unqualified =52.54%), and the trained and qualified teachers are B.A./ B.A.Ed in English language 13 (22.02%), M.A./M.Ed in English language 4 (6.78%). However, the untrained teachers are 8 (13.56%) and holders of university degrees in other courses aside English language; 3(5.08%) are postgraduate degrees holders in other courses.

With the distribution shown on teachers' qualification in Table 5a, ANOVA is thus used to determine their knowledge and extent of listening teaching in Table 5b as follows:

³ Key: NCE-Nigeria Certificate in Education (Intermediate and a little lower than University degree); B. A. B.A. Ed- Bachelor of Arts and Bachelor of Arts and Education degrees; M.A- Master of Arts degree; M.Ed- Masters of Education degree

Table5b: School Teachers' Knowledge and Extent of Teaching Listening Comprehension based on their Different Teaching Qualifications

Variable		Sum of Squares	Df	Mean Squares	F	P	Remark
Knowledge	Between Group	133.21	4	33.30	1.46	0.23	NS
	Within Group	1233.03	54	22.83			
	Total	1366.24	58				
Extents of teaching listening comprehensions	Between Group	291.25	4	72.81	0.76	0.56	NS
	Within Group	5187.50	54	96.01			
	Total	5478.75	58				

(NS) Not Significant at $p \geq 0.05$.

Table 5b presents ANOVA analysis on test of teachers' knowledge and extent of teaching listening comprehension based on their different teaching qualification. The analysis shows that the calculated F (knowledge- between groups) is 1.46, while the P-value is 0.23. Besides, the calculated F (extent of teaching- between group) is 0.76 with P-value of 0.56, which indicates lack of significant difference ($p > 0.05$). Therefore, the hypothesis there is no significant difference in secondary school teachers' knowledge and extent of teaching listening comprehension based on their different teaching qualifications in Katsina State is retained.

H0₄: There is no significant difference in secondary school teachers' knowledge and extent of teaching listening comprehension on the basis of their different years of teaching experience.

Table 6a: Frequency and Percentage of Teachers' Years of Teaching Experience

S/No	Years of Teaching	Frequency	Percentage (%)
1	0-5	9	15.21
2	6-10	21	35.50
3	11 and above	29	49.20
	Total	59	99.91

Table 6a reveals the distribution of participating teachers' years of teaching experience. Nine (9) (15.21%) have between 0-5 years experience on the job, 21 (35.50%) have 6-10 years of teaching experience and 29 (49.20%) have 11 years and above of teaching experience.

With these teachers' profile on years of teaching experience, ANOVA is used to examine their knowledge and extent of teaching listening comprehension on students in Table 6b thus:

Table 6b: School Teachers' Knowledge and Extent of Teaching Listening Comprehension based on their Different Years of Teaching Experience

Variable		Sum of Squares	df	Mean Squares	F	P	Remark
Knowledge	Between Group	7.22	2	3.61	0.15	0.87	NS
	Within Group	1359.01	56	24.27			
	Total	1366.24	58				
Extents	Between Group	125.05	2	62.52	0.65	0.52	NS
	Within Group	5353.69	56	98.60			
	Total	5478.75	58				

Not Significant (NS) at $p \geq 0.05$.

Table 6b shows ANOVA analysis on test of teachers' knowledge and extent of teaching listening comprehension based on their different years of teaching experience. The analysis indicates that the calculated F (knowledge- between groups) is 0.15, while the P-value is 0.87. Further, the calculated F (extent of teaching- between groups) is 0.65 with P-value of 0.52, which indicates no significant difference with significance at $p \geq 0.05$. The hypothesis there is no significant difference in secondary school teachers' knowledge and extent of teaching listening comprehension on the basis of their different years of teaching experience is hereby retained.

5. Discussions

With 52.5% participants' score of average and above on the test of teachers' knowledge of listening, it can be seen that not adequate knowledge of listening comprehension is shared among teachers of English language in Katsina State secondary schools (High schools). This finding can be as a result of prevailing neglect that listening as a language skill has been treated when most of the teachers were trained, and lack of enough interest in reading about listening skill to prepare the teachers since the syllabus stipulates they have to facilitate it. The finding is in agreement with those of Feyten (1991) and Oxford (1993) on the too long neglect listening has suffered in spite of its pre-eminence to language learning at the secondary school level.

This study finds that listening is not adequately taught in secondary schools in Katsina State. The finding can be explained to have derived from the engagement of too many unqualified non- teachers of English in schools and seeming lazier fair monitoring of what students are taught. Evidently as shown in Table 1, teachers merely talk over listening comprehension simply for its appearance on the syllabus. They usually do not put serious efforts to really neither take students through the in depth of listening procedures nor take time to correct erroneous impressions students hold about listening. This finding re-affirms earlier one by Mendelsohn's (1998) that classroom engagement on listening comprehension still falls far below researchers' interest of raising learners'

consciousness of listening where emphasis is put on listening process rather listening product. Just as Lofti (2012) submits that most teachers merely test listening in the guise of teaching it.

Lack of significant relationship between teachers' knowledge and extent of teaching listening comprehension found in this study can be justified on the fact that a teacher's knowledge of a concept could not automatically translate to imparting the concept. Selvi (2010) shared this position that field competence of a teacher differs markedly from pedagogical and cultural competence. The study as well found lack of significant difference in the knowledge and extent of teaching listening comprehension based on the gender of teachers as male and female. The reason for this finding could be a consequence of uniform training all the teachers had, and influence of almost the same sentiments on what to teach and how listening comprehension should be taught. Iliyas *et al.* (2016) also found no distinction on listening awareness study based on gender among tertiary institutions' students in Kwara State, Nigeria.

This study finds no significant difference in secondary school teachers' knowledge and extent of teaching listening comprehension in Katsina State, Nigeria based on differences in teaching qualifications and years of teaching experience. This finding could be linked to the emergence of English language teaching culture that affects listening comprehension facilitation. A situation is related to the almost religious tenacity with which the syllabus is implemented: lack of teacher's initiative and limited resourcefulness. It is common to find the most senior teachers in a subject insisting on adherence to that pattern, so stereotyping is the outcome, which is against the tenet of creative teaching. This finding is in clear contrast to O'Malley and Chamot (1990) view on the usefulness of diversified teaching approaches in the facilitation of listening since it is an abstract concept. They submit that with juxtaposition of different strategies through teacher's high resourcefulness and interactive use of metacognitive, cognitive and socio-affective strategies that listening would be effectively learnt.

It is justified, therefore, to state that the findings of the study disagree with the framework of the study. The disagreement is borne out of the fact that unlike as set out in the framework, there is a reasonable disconnect between some participants (teacher) in the study, on one hand, and the concept, listening on the other. Evidently, a little above half of the participants really have knowledge of listening. In spite of the stated benefits of the combined knowledge of the language of listening and listening information to effective comprehension and functional education in the framework, the study records insignificant relationship between knowledge and extent of teaching listening. The implication of the findings of the study from the framework perspective is that there seems to be deviation from the laid out plan at the different levels of implementation of programmes of teaching. Reasons for this can be traced to possible inadequate training at the teacher training institutions about listening, complacency on the part of the secondary school teachers, and ineffective supervision of the teachers on their job.

A summary of the study's findings are:

- i. Just a little above half of English language teachers in Katsina State have what can be described as working knowledge of listening comprehension.
- ii. Listening comprehension is poorly taught in Secondary schools in Katsina State.
- iii. There is no significant relationship between knowledge of and extent of teaching listening comprehension in Katsina State.
- iv. There is no significant difference in the knowledge of and extent of teaching listening comprehension based on the gender of teachers as male and female in Katsina State.
- v. Teachers' different teaching qualification has no significant difference in their knowledge of and extent of teaching listening comprehension in Katsina State.
- vi. Significant difference does not exist in the knowledge and extent of teaching listening comprehension in Katsina State.

6. Conclusion

Inculcating sufficient competence in secondary school students in English language requires adequate and informed knowledge of the listening skill. The role of the teachers in this arduous task is central and irreplaceable. The task of producing secondary school graduates with the will and skills required to operate in a vastly inconsistent purpose of education for the enhancement of humanity make the listening skill a first requisite since English as a Second Language in Nigeria would always continue to be the instrument of education and of transformation. In the face of renewed global attention on listening, therefore, increased listening education, seminars on facilitating listening, investment on listening resources and especially a sustained retention of highly motivated listening teachers should be the priority to enable Nigeria catch up with the world.

It is the responsibility of stakeholders in the education sector all over Nigeria to stimulate creativity for the purpose of facilitating listening comprehension. This gesture is capable of bringing about appropriate sensitization on listening skill's deserved attention so that mastery of the other skills and ESL would be seamless. It is getting increasingly clear that the problem of education in Nigeria is just not with what to learn but inadequate knowledge of the instrument (English language) of learning it.

7. Recommendations

The following recommendations are suggested based on the findings of the study:

- i. The Government of the State should urgently convoke in-service training workshops for teachers of English language in its employment to retrain and update them on listening skills. This is particularly very necessary for the place of listening mastery to English language competence and to curb the ugly trend of students' outcomes in final year national examinations (Katsina SESP, 2010).
- ii. The department of Quality assurance and Inspectorate division of the State has to step up its activities and wake individual school management up to their responsibilities. Through collective monitoring, only the right content of listening skills would be taught to the students and with the use of diversified strategies and resources students can learn genuinely. This is the only way to curb indolence on the part of the teachers and inculcate research competence on them for the sake of quality education.
- iii. Sustained efforts should be made by the Government to recruit qualified teachers of English language in the right numbers and ensure they are constantly exposed to in-service training.
- iv. School heads should cultivate the practice of using school activities as platforms to further collaboratively facilitate listening among students. The practice can be highly rewarding considering the utility of all-round knowledge of English language to general students' success in the school and in future aspirations.
- v. Inter-collegiate activities should be encouraged among teachers of English language to enable exchange of notes amongst them on skills of teaching abstract concept that listening comprehension is. This would as well stimulate the evolvement of flexible teaching cultures in schools that encourages individual teacher's creativity for greater productivity.

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