



The Influence of Teachers' Effectiveness and Motivation for Teaching English Language in Bauchi Metropolis

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ABSTRACT

This study investigates the impact of teacher effectiveness and motivation on the teaching of English language in Bauchi metropolis. The research focuses on the crucial role educators' play in enhancing students' linguistic competence and explores the relationship between teacher qualities and students' proficiency levels in English. Using a quasi-experimental design, the study collected pre-test and post-test data from selected Senior Secondary Schools in Bauchi state, specifically Government Day Senior Secondary School Kofar Wambai. The target population comprised SS2 students, totaling 911. The findings revealed that there was no significant difference between the control and experimental groups, suggesting that both groups had similar scores. However, students who received reading fluency treatment performed better in essay writing, including idea presentation, word choice, and relevance. The study concludes that teaching reading fluency significantly affected students' written performances, enhancing their ability to think, organize thoughts sequentially, and write creatively with fewer grammatical errors. Recommendations include implementing reading fluency strategies in teaching to improve writing among senior secondary school students and incorporating reading fluency into the secondary school English curriculum. This approach aims to not only assess students' comprehension but also enhance their reading speed, accuracy, and rate.

ARTICLE INFO

Article History

Received: December, 2023

Received in revised form: January, 2023

Accepted: March, 2024

Published online: March, 2024

KEYWORDS

Teachers' Effectiveness, Motivation,
Teaching, English Language, Bauchi
Metropolis

INTRODUCTION

The influence of teacher effectiveness and motivation for teaching English language stems from the paramount importance of quality education in fostering linguistic competence and communication skills among students. English language holds a significant position as a global lingua franca, crucial for academic, professional, and social interactions worldwide. Effective teaching practices and motivated educators play pivotal roles in enhancing students' language acquisition, fluency, and proficiency in English.

The background of this study also considers the challenges faced in English language education.

The study aims to address the following key issues regarding the influence of teacher effectiveness and motivation for teaching English language: Linguistic Competence Disparities: How do variations in teacher effectiveness and motivation impact students' mastery of English language skills, leading to differences in linguistic competence levels among learners. Engagement and Participation: To what extent do teacher motivation and effectiveness influence student

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engagement, participation, and interest in learning English language, considering their significance. This study on the influence of teacher effectiveness and motivation for teaching English language holds several significant implications.

Firstly, it contributes to the existing body of knowledge by shedding light on the crucial role of teachers in enhancing students' English language proficiency. Understanding how teacher qualities impact student learning outcomes can inform educational policies and practices aimed at improving language education. Furthermore, the study's findings can provide insights into effective pedagogical approaches and motivational strategies that can be adopted by English language teachers. Teacher effectiveness and motivation play pivotal roles in shaping students' language acquisition and proficiency, particularly in the context of teaching English as a second language. Numerous studies have explored the impact of these factors on student learning outcomes in various educational settings. Research by Johnson (2018) highlighted the positive correlation between teacher effectiveness and students' language proficiency levels. Effective teachers demonstrate a deep knowledge of the subject matter, employ diverse instructional strategies.

The theoretical framework consists of three (3) underpinning theories that are considered for the purpose of this study. The theories are Expectation Theory, Herzberg's two Factor Theory and John Dewey Theory of Constructivism. However, one theory cannot cover all the variables in this study. Therefore, the three theories discussed above affect all the study variables. The first theory employed on the study was Expectancy Theory developed by Victor. H. Vroom in 1964 in giving an abstract construction on employees' motivation on their work performance. The theory states that, motivation to perform will be high when people know what they have to do to get a reward, expecting that they will be able to get reward and expecting the reward

will be worthwhile. According to the theory, motivation is only likely when a clearly perceived and usable relationship exists between performance and outcome, and the outcome is seen as a means of satisfying needs. Hackman and Porter (1968) spelt out that, the level of effort will be affected by the value of rewards and the probability that reward followed effort, but they pointed out that, only effort will not be enough to achieve high performance.

Moreover, the study employed another theory which is Herzberg's two factors Theory developed in 1959. The theory proposes that job satisfaction and dissatisfaction are caused by two set of factors: motivators (intrinsic factors) and hygiene (extrinsic factors). According to the theory, motivators relates to actual performance of the work and these were responsibility, recognition, promotion and achievement while Hygiene relate to work environment such as supervision, pay, company policies, relationship with colleagues and working conditions. Constructivism theory is about how we come to know what we know. It is founded that children, adolescents, and even adults construct or make meaning about the world around them based on the context of their existing knowledge (Llewellyn 2005), constructivism theory provides a framework through which the emergent ideas about teaching, learning and assessment can be unified (young and Collins, 2003).

Objectives of the study:

1. To investigate the relationship between teacher effectiveness and students' English language proficiency levels in Bauchi metropolis.
2. To assess the impact of teacher motivation on student engagement and participation in English language classes within the educational system of Bauchi metropolis.
3. To identify the strategies and practices employed by effective and motivated English language teachers in Bauchi metropolis to enhance student learning outcomes.
4. To provide recommendations based on the study findings to improve.

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Research Questions:

1. How does teacher effectiveness correlate with students' English language proficiency levels in Bauchi metropolis?
2. What is the influence of teacher motivation on student engagement and participation in English language classes within the educational system of Bauchi metropolis?
3. What strategies and practices do effective and motivated English language teachers in Bauchi metropolis employ to enhance student learning outcomes?
4. Based on the study findings, what recommendations can be proposed to improve teacher effectiveness and motivation for teaching English.

Research Hypotheses

H₁: There is a positive correlation between teacher effectiveness and students' English language proficiency levels in Bauchi metropolis.

H₂: Teacher motivation significantly influences student engagement and participation in English language classes within the educational system of Bauchi metropolis.

H₃: Effective and motivated English language teachers in Bauchi metropolis utilize.

This study on the influence of teacher effectiveness and motivation for teaching English language holds several significant implications. Firstly, it contributes to the existing body of knowledge by shedding light on the crucial role of teachers in enhancing students' English language proficiency. Understanding how teacher qualities impact student learning outcomes can inform educational policies and practices aimed at improving language education. Furthermore, the study's findings can provide insights into effective pedagogical approaches and motivational strategies that can be adopted by English language teachers.

LITERATURE REVIEWED

Influence of Teacher Effectiveness and Motivation for Teaching English Language:

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acquisition and proficiency, particularly in the context of teaching English as a second language. Numerous studies have explored the impact of these factors on student learning outcomes in various educational settings. Research by Johnson (2018) highlighted the positive correlation between teacher effectiveness and students' language proficiency levels. Effective teachers demonstrate a deep knowledge of the subject matter, employ diverse instructional strategies.

The theoretical framework consists of three (3) underpinning theories that are considered for the purpose of this study. The theories are Expectation Theory, Herzberg's two Factor Theory and John Dewey Theory of Constructivism. However, one theory cannot cover all the variables in this study. Therefore, the three theories discussed above affect all the study variables.

Expectancy Theory

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Herzberg's Two Factor Theory

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theory, motivators relates to actual performance of the work and these were responsibility, recognition, promotion and achievement while Hygiene relate to work environment such as supervision, pay, company policies, relationship with colleagues and working conditions.

John Dewey Theory of Constructivism

Constructivism theory is about how we come to know what we know. It is founded that children, adolescents, and even adults construct or make meaning about the world around them based on the context of their existing knowledge (Llewellyn 2005), constructivism theory provides a framework through which the emergent ideas about teaching, learning and assessment can be unified (young and Collins, 2003).

METHODOLOGY

For the study on the influence of teacher effectiveness and motivation for teaching English language, a mixed-methods approach was employed to gather comprehensive data. The research will begin with quantitative data collection through surveys distributed among English language teachers in Bauchi metropolis. The surveys will include questions related to teacher effectiveness, motivation, teaching strategies, and perceived student outcomes. Additionally, qualitative data will be collected through semi-structured interviews with select teachers to gain in-depth insights into their experiences. The research design for studying teacher effectiveness and motivation for teaching English language in Bauchi metropolis will employ a mixed-methods approach. This approach combines quantitative surveys and qualitative interviews to gather comprehensive data on the subject. Surveys were distributed to English language teachers in Bauchi metropolis to collect data on teacher effectiveness, motivation levels, teaching strategies, and

The given scenario involves a population of 1554 English language teachers in Bauchi metropolis, spanning across 22 senior secondary schools. From this population, a sample of 400 teachers were randomly selected for the study. The selected sample will represent

a diverse group of English language educators, providing valuable insights into teacher effectiveness and motivation in teaching the language. The 400 teachers selected from the five schools will offer a representative sample of the larger population, enabling researchers to draw meaningful conclusions based on the collected. For the research study on the influence of teacher effectiveness and motivation for teaching English language in Bauchi metropolis, the following research instruments were utilized: A structured survey questionnaire was designed to gather quantitative data on teacher effectiveness, motivation levels, teaching strategies, and perceived student outcomes. This instrument will include Likert scale questions, multiple-choice questions, and open-ended questions to capture a range of responses.

The population for the project on the influence of teacher effectiveness and motivation for teaching English language in Bauchi metropolis includes all English language teachers working in schools, colleges, and educational institutions within the geographic area of Bauchi metropolis. This encompasses a diverse group of educators involved in teaching English language to students at various levels, from primary to tertiary education. The population consists of both experienced teachers and those who are relatively new to the profession, offering a comprehensive view of the teacher demographics influencing teaching English. The research design for studying teacher effectiveness and motivation for teaching English language in Bauchi metropolis will employ a mixed-methods approach. This approach combines quantitative surveys and qualitative interviews to gather comprehensive data on the subject.

For the study on teacher effectiveness and motivation for teaching English language in Bauchi metropolis, the following instruments are appropriate for data collection. Structured surveys are suitable for collecting quantitative data on teacher effectiveness and motivation levels. The surveys can include Likert scale questions to measure perceptions of effectiveness, motivation, and teaching strategies. Additionally, demographic information can be collected to

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understand the characteristics of the English language teachers in Bauchi metropolis. The collected data on the influence of teacher effectiveness and motivation for teaching English language will undergo a rigorous process of analysis to derive meaningful insights. Quantitative data obtained from surveys was analyzed using statistical tools such as descriptive statistics to identify patterns and trends in teacher effectiveness and motivation levels.

Correlation analyses were conducted to assess the relationships between teacher qualities

and student outcomes. Qualitative data from interviews was analyzed using thematic analysis to identify recurring themes, patterns, and insights related to.

RESULTS

Research Question 1: What is the level of effectiveness of the English teacher in terms of content knowledge in Senior Secondary Schools in Bauchi State?

Table 1: The level of effectiveness of the English teacher in terms of content knowledge in Senior Secondary Schools in Bauchi State

S/NO	Items Statement	X	SD	Remarks
1	The teacher has a good knowledge of English as a subject.	3.01	.79	SA
2	The teacher is always well prepared to teach.	2.60	1.03	SA
3	The teacher is confidence in teaching	1.98	.59	A
4	The teacher always make use of his/her lesson plans in teaching	2.66	.99	SA
5	The teacher uses a variety of methods to teach.	2.06	.72	A
GRAND MEAN		2.46	0.82	A

Key: X= Mean, SD= Standard Deviation, A = Agreed, D = Disagreed, SD = Strongly Disagreed

Table 1 presented the mean ratings of respondents on the level of effectiveness of the English teacher in terms of content knowledge in Senior Secondary Schools in Bauchi State. Items 1, 2, and 4 recorded mean ratings ranging from 2.60 to 3.01 indicating moderately possessed, on the other hand, items 3 and 5 recorded mean ratings ranging from 1.98 to 2.06 indicating slightly possessed. The standard deviation ranges from 0.59 – 1.03 indicating that the respondents were

not far from each other in their opinions. With a grand mean and standard deviation of 2.46 and 0.82 respectively, Table 6 indicated that there is some effective teachers to teach c English in terms of subject matter.

Research Question 2: What is the level of effectiveness of the English teacher in terms of students' evaluation techniques in Senior Secondary Schools in Bauchi State?

Table 2: The level of effectiveness of the English teacher in terms of students' evaluation techniques in Senior Secondary Schools in Bauchi State

S/NO	Items Statement	X ₁	SD ₁	Remarks
1	The teacher encourages the students to participate actively in English lesson.	1.66	.79	A
2	The teacher always gives assignment/home works.	2.03	.48	A
3	The teacher gives holidays assignment and projects at the end of the lesson.	2.52	1.11	SA
4	The teacher makes connections and gives back to the students all assignment given to them.	2.34	1.01	A
5	The teacher makes use of instructional materials during his/her lessons.	2.56	.96	SA
GRAND MEAN		2.22	.87	A

Key: X= Mean, SD= Standard Deviation, A = Agreed, D = Disagreed, SD = Strongly Disagreed

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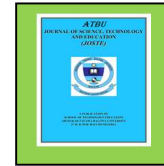


Table 2 presents the mean ratings of respondents on view of the level of effectiveness of the English teacher in terms of students' evaluation techniques in Senior Secondary Schools in Bauchi State. Items 1, 2 and 4 recorded mean ratings ranging from 1.66 to 2.34 indicating slightly possessed, while items 3 and 5 recorded mean scores of 2.52 to 2.56, indicating moderately possessed. Standard deviation ranges from 0.48 to 1.11 indicating that the respondents were not far

from each other in their opinions. With a grand mean of 2.22 and standard deviation of 0.87, Table 7 indicated that there are effective teachers to teach English in terms of students' evaluation techniques.

Research Question 3: Does motivation of English teachers has any effect on their morale to perform in Senior Secondary Schools in Bauchi State?

Table 3: Motivation of English teachers has any effect on their morale to perform in Senior Secondary Schools in Bauchi State

S/NO	Items Statement	X ₁	SD ₁	remarks
1	Encouraging learners to set goals for themselves	2.12	.81	A
2	Allowing learners to interact and participate actively during lessons	2.56	.94	SA
3	Giving immediate feedback	2.32	1.07	A
4	Showing the relevance of English content to learners and its application to learners day-to-day lives	1.89	.42	A
5	Letting the learners know exactly what is expected of them in that topic (clear performance standard)	2.52	1.11	SA
GRAND MEAN		2.28	.87	A

Key: X= Mean, SD= Standard Deviation, A = Agreed, D = Disagreed, SD = Strongly Disagreed

Table 3 presented the mean ratings of respondents on view of motivation of English teachers has any effect on their morale to perform in Senior Secondary Schools in Bauchi State. Items 1, 3 and 4 recorded mean scores ranging from 1.89 to 2.32 indicating slightly possessed while items 2 and 5 recorded mean scores ranging from 2.52 to 2.56 indicating moderately possessed. Standard deviation ranges from 0.42 to 1.11 indicating that the respondents were not far

from each other in their opinions. With a grand mean of 2.28 and a standard deviation of 0.87, Table 8 indicated that there is a significantly relationship between motivation and performance of teachers.

Research Question 4: Which motivational strategies in Senior Secondary Schools in Bauchi State?

Table 4: Motivational strategies in Senior Secondary Schools in Bauchi State

S/NO	Items Statement	X ₁	SD ₁	remarks
1	The teacher improvises instructional materials when the already made ones are not available.	3.00	.88	SA
2	The teacher attends his/her lesson always.	2.76	.82	SA
3	The teacher is punctual to school	2.60	1.03	SA
4	The teacher has a good sense of humour and loves.	2.48	.71	A
5	The teacher begins his/her lesson by assessing the previous lesson.	2.83	.87	SA
GRAND MEAN		2.74	.86	SA

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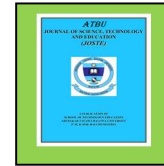


Table 4 presented the mean ratings of respondents on view of the motivational strategies in Senior Secondary Schools in Bauchi State. Item 4 recorded mean scores 2.48 indicating slightly possessed while items 1, 2, 3 and 5 recorded mean scores ranging from 2.60 to 3.00 indicating moderately possessed. Standard deviation ranges from 0.71 1.03 indicating that the respondents were not far from each other in their opinions. With a grand mean of 2.74 and a standard deviation of 0.86, Table 3 indicated that there is a significant relationship between use of

motivational strategies and English y teachers' performance in secondary school English.

Testing of Hypotheses

Chi-square statistic was used in testing the four null hypotheses for the study. The Chi-square analysis was done using Statistical Package for Social Sciences (SPSS). The results are presented below:

Hypothesis 1

H0₁: There is no effective teachers to teach English in terms of subject matter

What is the level of effectiveness of the English teacher in terms of content knowledge in Senior Secondary Schools in Bauchi State?

	Observed N	Expected N	Residual
Strongly Disagree	5	75.0	-70.0
Disagree	77	75.0	2.0
Agree	128	75.0	53.0
Strongly Agree	90	75.0	15.0
Total	300		

Test Statistics

What is the level of effectiveness of the English teacher in terms of content knowledge in Senior Secondary Schools in Bauchi State?

Chi-Square		105.840 ^a
Df000000000		3
Asymp. Sig.		.000
Monte Carlo Sig.	Sig.	.000 ^b
	95% Confidence Interval Lower Bound	.000
	Upper Bound	.010

Therefore: degree of freedom = $(r-1)(c-1)$
 $= (4-1)(4-1)$
 $= (3)(3) = \underline{9}$

Significant level = 0.05 (5%)
 Tabulated $x^2 = 16.919$

Decision Rule

If x^2 tabulated is $> x^2$ calculated, accept the Null Hypothesis (H₀) and reject the alternative hypothesis (H₁) but if x^2 tabulated is $<$ than x^2 calculated, accept the alternative hypothesis (H₁) and reject the Null hypothesis (H₀).

Decision

Since x^2 tabulated 16.919 is less than x^2 calculated 105.840 alternative hypotheses (H₁) accepted which state that There are effective teachers to teach English in terms of subject matter.

Hypothesis 2

H0₂: There is effective teachers to teach English in terms of students' evaluation techniques.

What is the level of effectiveness of the English teacher in terms of students evaluation techniques in Senior Secondary Schools in Bauchi State?

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	Observed N	Expected N	Residual
Strongly Disagree	45	75.0	-30.0
Disagree	108	75.0	33.0
Agree	70	75.0	-5.0
Strongly Agree	77	75.0	2.0
Total	300		

Test Statistics

What is the level of effectiveness of the c English teacher in terms of students evaluation techniques in Senior Secondary Schools in Bauchi State?

Chi-Square		26.907 ^a
Df		3
Asymp. Sig.		.000
Monte Carlo Sig.	Sig.	.000 ^b
	95% Confidence Interval Lower Bound	.000
	Upper Bound	.010

Decision

Since χ^2 tabulated 16.919 is less than χ^2 calculated 26.907 alternative hypotheses (H_1) accepted which state that "There is effective teachers to teach English in terms of students' evaluation techniques"

Hypothesis 3

H_{03} : There is no significant relationship between motivation and performance of teachers.

Does motivation of chemistry teachers has any effect on their morale to perform in Senior Secondary Schools in Bauchi State?

	Observed N	Expected N	Residual
Strongly Disagree	16	75.0	-59.0
Disagree	63	75.0	-12.0
Agree	84	75.0	9.0
Strongly Agree	137	75.0	62.0
Total	300		

Test Statistics

Does motivation of English teachers has any effect on their morale to perform in Senior Secondary Schools in Bauchi State?

Chi-Square		100.667 ^a
Df		3
Asymp. Sig.		.000
Monte Carlo Sig.	Sig.	.000 ^b
	95% Confidence Interval Lower Bound	.000
	Upper Bound	.010

Decision

Since χ^2 tabulated 16.919 is less than χ^2 calculated 100.667 alternative hypotheses (H_1) accepted which state that There is significantly relationship between motivation and performance of teachers."

Hypothesis 4

H_{04} : There is no significant relationship between use of motivational strategies and English teachers' performance in secondary school English.

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Which motivational strategies in Senior Secondary Schools in Bauchi State?			
	Observed N	Expected N	Residual
Disagree	142	100.0	00042.0
Agree	66	100.0	-34.0
Strongly Agree	92	100.0	-8.0
Total	300		

Test Statistics

Which motivational strategies in Senior Secondary Schools in Bauchi State?			
Chi-Square			29.840 ^a
Df			3
Asymp. Sig.			.000
Monte Carlo Sig.	Sig.		.000 ^b
	95% Confidence Interval Lower Bound		.000

Decision

Since χ^2 tabulated 16.919 is less than χ^2 calculated 29.840 alternative hypotheses (H_1) accepted which state that There is significantly relationship between use of motivational strategies and English teachers' performance in secondary school English."

DISCUSSION OF FINDINGS

The finding of the data analyzed reveals that the respondents agreed that status of the student, demonstration teaching method has positive effects in enhancing learning outcomes. This discovery therefore showed that both male and female students when exposed to the treatment of demonstration teaching method perform well in their academic mean scores implying that both male and female derive almost equal benefit from being taught using the demonstration teaching method. This is particularly instructive because a number of teacher instructional strategy tends to be gender bias in favour or against a particular sex. For example, Lawal (2009) explained that female subjects were significantly better than their male counterparts and that there was a significant difference between the male and female subjects in their ability to solve quantitative problems.

Jegede (2010) and Omwrhiren (2002) observed that male subjects were significantly better than their female counterparts. However, Muhammad (2014) and Opara and Waswa (2013) in their separate studies saw no significant difference in achievement between gender. This

implies that the use of demonstration. method is good for both boys and girls. Odunbunmi and Onafowokan (2003), observed no difference in performance based on gender when the subjects were taught using Hands-on experience method of teaching basic science at junior secondary school level. Bichi (2002), revealed that there was no significant difference in the performance of both male and female students in the study on Effects of problem solving strategy and enriching curriculum on senior secondary school students' achievement in evolution concepts using problem solving instructional method.

The findings of this study have implications for chemistry and science teaching in Nigeria secondary schools. The persistent failure of students in chemistry could be arrested if teachers were better equipped with effective strategies such as the demonstration instructional strategy. The researchers advocate that teachers should not only be seen as agents of knowledge transmission but also that of alienating or transferring ownership of learning to their students. Classroom lessons and environment should be organized in such a way as to elicit learners' potential to think creatively, participate actively and reflectively.

Chemistry has suffered great negligence in many private and public schools due to the above factors. A situation where a chemistry teacher is devoid of the knowledge and skill to manipulate the laboratory equipment or even a worst scenario, when the equipment are not available and are not even improvised by the

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teacher, the practical aspect of chemistry is simply ignored. Eze (2001) seem to support the above findings when he reported that physical facilities such as classroom, laboratories are abysmally inadequate, unmaintained and lack requisite apparatus and equipment. The abundance of materials and equipment for teaching and learning of chemistry practicals may not be enough to bring about better performance of the students without a competent chemistry teacher. According to Ali (2001), these materials will hardly be helpful if the teacher does not use them effectively and efficiently. In table 2 the result of the data analyzed showed that some of the students factors that affect the teaching of practical include that: most students perceive English as a difficult subject with many theories, discouragement faced by students at the poor outcome of their results, sudden loss of interest in English, inconsistency in attendance of English practical class and lack of mathematical proficiency in practical chemistry calculations.

English students are usually faced with these challenges and this impacts serious negative perception and phobia in their understanding and practice of English practical. However, the above findings are in agreement with the assertion of Olotu (1999) where he observed that in some secondary schools in Nigeria where basic principles of science are taught in preparation for further education, many students are not interested in the practical aspect of science but the theoretical aspects. He further said that students had to be persuaded to attend practical classes. In connection to this, Amaefule (2001) reported that many students perceive English as a difficult subject because of its many theories which prove difficult to comprehend by some students. Also in support of this findings, Obande (2003) however, opined that the fear of mathematics is often transferred to English which involves one form of calculation or the other.

CONCLUSION

The study on teacher effectiveness and motivation for teaching English language in Bauchi metropolis revealed significant insights into the crucial role educators play in enhancing

students' language proficiency. The research highlighted the positive correlation between teacher effectiveness, motivation, and student outcomes, emphasizing the importance of knowledgeable, engaged, and motivated teachers in fostering linguistic competence among learners. Strategies employed by effective and motivated teachers were found to enhance student engagement, participation, and overall learning experiences in English language classrooms.

RECOMMENDATIONS

1. Professional Development Programs: Educational authorities and institutions should provide continuous professional development opportunities for English language teachers in Bauchi metropolis to enhance their teaching skills, content knowledge, and motivation levels.
2. Recognition and Incentives: Recognizing and rewarding effective and motivated teachers can serve as a source of encouragement and motivation. Incentive programs based on performance can further motivate teachers to improve their teaching practices.
3. Peer Collaboration: Encouraging collaborative learning among

ACKNOWLEDGEMENT

The authors acknowledged the Tetfund and management of Adamu Tafawa Balewa for financially supporting the journal

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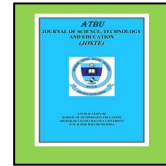
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