**EVALUATION OF FACTORS AFFECTING THE PEFORMANCE OF FCT STUDENTS IN ENGLISH LANGUAGE**

**ABSTRACT**

Over the years in Nigeria, there has been a consistent decline in students' performance in English Language. This sordid situation has caused teachers, parents, curriculum experts and evaluators a serious concern. This study therefore was set out to evaluate the factors affecting the performance of FCT students in English language. To carry out this investigation, data were collected from 50 English Language teachers randomly drawn from the Federal Capital Territory (FCT), Abuja in Nigeria. Analysis of data revealed that poorly trained English Language teachers, poor instructional delivery, lack of infrastructural facilities, teachers' attitude towards innovation, the traditional content/knowledge oriented curriculum and general students' apathy in English language were factors associated with student’s poor performance in English Language. Based on these findings, recommendations were made on strategies that will improve the quality of instructional delivery and learning of English Language geared towards enhancing students' performance in the subject at the Nigerian secondary schools.

**CHAPTER ONE**

**INTRODUCTION**

**BACKGROUND OF THE STUDY**

Given the importance of English language as a subject, common sense demands that students should perform well in it. The fact that English language is the most important subject in the secondary school curriculum is incontestable. To be able to understand his or her teachers in all other subjects effectively, a secondary school student requires at least fair knowledge of the English language. Little wonder that English language is referred to as the key to all other subjects. To be eligible for admission to universities and other higher institutions of learning secondary school student must pass English language at credit or distinction level. English is the sole medium of communication in the university communities.

English language as a subject, is important and students are required to perform well in it. The statistics of results from West African Examination Council (WAEC) however reveal that year in year out. Only fewer than thirty percent of candidate who writes English language in this very important (WAEC) examination pass with a credit or distinction level. What a shameful and painful revelation owing to this ugly situation. Department of English in some Colleges of Education have established Pre-English programme for the benefit of some of the candidates that could not pass it at the ordinary level stage.

I believe that there are some factors affecting the peformance of fct students in english language. This will be discussed below.

1. Some so called English Language teachers are not academically qualified to teach it. They do not teach it well, as they are not specialists in the field of study. They are graduates of other discipline, who took to teaching English language because they could not find even teaching appointment in their respective disciplines.
2. Some students are to some extent responsible for the fact that they perform poorly in English language. They do not even practice the habit of speaking simple and correct English always—– they always speak pidgin English, even when they ask their English language teachers questions about their lessons. This has in fact landed some of them in trouble before their teachers. There are some students who do not buy the recommended English language textbooks for their studies and some students among those who buy theirs do not make effective use of the books.
3. Lastly, most parents and teachers of other subjects who are seen as models by students often discuss with them in wrong English. There are causes of teachers who commit unpardonable grammatical errors when teaching. Some parents who are university graduates make such mistakes as “stop making noise”, “off the light”, “so therefore” etc when interacting with their children. Students generally take such wrong expressions for correct ones and they go a long way to affect their performance in their English language examinations.

**STATEMENT OF THE PROBLEM**

Education is only just becoming accepted, as evidenced in the increased enrolments for the past twenty (20) years however, the consistent high rates in some major accounting and technical subjects have fair reaching consequences for national development as a result of high wastage rate of schools with private and public in the country, this arises from the number of candidates eligible for certification. Specifically, students in collaboration of corrupt teachers has always device a way out examination malpractices. Special and miracle centres becomes the order of the day after all, the end justifies the means.

 This is mostly common in private schools and those schools in remote areas that lack supervision. However, the half baked students with good results but cannot defend it have serious implication of producing quality of students.

 There is the need to study the cause of the high failure rates abd low quality students that led to academic performance by finding solutions tro the following research questions.

**RESEARCH QUESTIONS**

1. Does the quality of English language teachers affect academic performance among students in Secondary School in FCT?
2. Does the number of teachers available affect the rate of failure in certain subjects?
3. Does the availability or non availability of workshop affect the rate of failure of candidates in identified subject?
4. Does the non availability of instructional materials constitute academic performance?
5. Does the interest of students affect academic performance in secondary school?
6. Does parental support affect the failure rate of candidates in some identified subjects?
7. Does the role of cultism in some schools affect academic performance?

**PURPOSE OF THE STUDY**

The study was to evaluate the factors affecting the peformance of fct students in english language

. The investigation was carried at revealing the causes of the poor performance in examination and quality of students trained after their academic journey.

 This will enable the researcher to make appropriate is recommendations which will lead to an improvement of the performance in the future.

**SIGNIFICANCE OF THE STUDY**

In this jet age, there is no compromise about ensuring that quality of education is realized. The outcome of the study will be able to source of immense information and help to educational planners, counselors and administers towards to ensuring that our educational system will not be thrown to the dust bin resource planners in the state and federal government will also derive a wealth of knowledge from it.

 Additionally, it will acts as a guide for recruitment of qualified teachers in different fields and enhancing learning environment. Finally it will be a source of enlightenment to students, parents, institutions, government and the society at large.

**SCOPE AND DELIMITATION OF THE STUDY**

 This research covered all the past years by checking the results and assessing the students that passel out during these years in five selected schools. This research study was limited to the responses from public and privates schools FCT concerning the relationship between the adequacy of teachers, infrastructures, available of instructional materials, interest of students, parental support and quality of students produced enables the researcher to pass judgment on the causes of academic performance among students in Secondary School FCT.

**LIMITATION**

Some of the factors which could lead and impact greatly on performance of candidates like, gender, location of institution and type of school (federal state) were not included in the study. In addition, some respondents might not give truthful answers

**DEFINITION OF TERMS**

1. WAEC (West Africa examination council) they conduct school certificate exams with the country and west African region.
2. NECO (national examination council) they conduct senior school exams within the country (Nigeria).
3. NPE (national policy on education) they make and regulate education policy.
4. S.S.C.E (senior secondary school certificate examination) this is an examination for these in senior secondary school.

**CHAPTER TWO**

**LITERATURE REVIEW**

The multi-lingual and multi-cultural nature of Nigerian polity on the one hand and the absence of a national unifying indigenous language on the other have led to the adoption of English language as a medium of intra-national and inter-national communication (Fakeye 2006) . More importantly English language has become the pivot on which the educational wheel of Nigeria rotates. The language is the medium of instruction for all school subjects from the primary school level to the university, in addition to being a compulsory school subject that must be passed at all levels of education in Nigeria Ajufo (2007).

The poor performance of students in English language at public examinations in recent times has been explained as a major cause of the decline in academic achievement and standard of education in Nigeria. As Maleki and Zangani (2007) observe, having difficulties in grasping fully the contents and concepts of the various subjects of the curriculum taught in the target language (English Language) seems to be one of the most serious problems that EFL students face in their particular course of study. This is the same problem with Nigerian ESL students whose performance in the various schools subjects at public examinations is nothing to write home about. This might be due to their weaknesses in English Language, the medium of instruction, which may have negative consequences on their overall academic achievement. In the argument of Feast (2002), when students are deficient in the language of instruction, it follows that they would not perform well in the various school subjects taught in the targe language. Therefore, the overall performance of Nigerian ESL students depends, to a very large extent, on their English Language proficiency. Bachman (1990) defines language proficiency as the language ability or ability in language use .Oller (1983) avers that language proficiency is not a single unitary ability, but that it consists of several distinct but related constructs in addition to a general construct of language proficiency. The relationship between students overall academic achievement in the content areas and their language proficiency has been examined by scholars. Butler and Castellon – Wellington (2000) compared students’ performance in content areas to concurrent performance on a language proficiency test and found a correlation between the two. Ulibarri, Maria, Spencer and Rivas (1981) examined the relationship between Hispanic students’ performance in English Language tests and their achievement in Mathematics and discovered that the language test data were not very useful in predicting achievement in Mathematics. Bayliss and Raymond (2004) examined the link between academic success and second language proficiency and concluded that the relationship between academic achievement and language proficiency disappears as students approach native-like proficiency levels. As a result of the conflicting findings, it is pertinent to further examine the extent to which senior secondary school students’ proficiency in English Language will predict their overall academic achievement in Nigeria.

The modern trend in education and the complex nature of learning and instruction have made the role of the teacher more challenging. This new role does not just involve the mere transmission of information to students but it involves looking at the problems associated with learning and instruction.

The National Policy on Education (NPE, 1981 revised in 1988) in Nigeria emphasized that our children should be properly taught so that they can acquire skills and competencies that would enable them function well and solve problems in the society. The accomplishment and realization of these important educational goals in Nigeria lie in the new trend in educational approaches. To this end, different ways of learning and teaching have emerged. Emphasis tends to shift from teacher centred to student's centred educational approaches.

These new approaches to learning and instruction expose the students to conceptualize and effectively manage their own learning and thus reinforce their learning and transfer their training in practical situations. Despite the new approaches to learning and instruction, English Language subject at the senior secondary school in Nigeria has been plagued with poor results and low achievements. Annual results from West African Examinations council (WAEC) reveal woeful performances from the students who have made enrolment for English language examinations a yearly ritual. It is worrisome to note too, that the performance of these students has continued to deteriorate year after year.

It is believed that if the situation in English Language remains like this, it will affect both the economic and technological growth of Nigeria. This is because a good mastery of English language is required by students in order to do well in other secondary school subjects. Students who are handicapped in English Language are therefore likely to be handicapped in the acquisition of skills in arts and technological related subjects. The report from the West African Examination Councils (WAEC) chief Examiner in English Language for the Senior Secondary School Certificate Examination (2001) reads thus:

Candidates' answers revealed an ignorance of the rudiments of the English Language. Most candidates lost all the marks allocated to spelling, punctuation, grammar, and sequence of tenses because they were unable to handle these aspects of the language completely. (P. 2)

**ENROLMENT AND PERFORMANCE OF STUDENTS IN ENGLISH LANGUAGE**

**Table 1 Enrolment of Students and Performance in WAEC SSCE English Language in Nigeria between 2009 - 2011**

|  |  |  |
| --- | --- | --- |
| Year | Total Candidates enrolled | Total number of Passes according to Grades  |
|   |   | A1 | A2 | A3 | C4 | C5 | C6 | P7 | P8 | F9 |
| 2009 | 357722 | 38 | 192 | 2939 | 746 | 7075 | 27656 | 46129 | 60349 | 217593 |
| 96.00 | 0.1 | 0.1 | 0.8 | 1.0 | 1.9 | 7.6 | 12.6 | 16.5 | 59.3 |
| 2010 | 496658 | 125 | 584 | 6635 | 6916 | 11599 | 40317 | 66076 | 82644 | 285028 |
| 99.0 | 0.0 | 0.1 | 1.3 | 1.4 | 2.3 | 8.1 | 8.1 | 16.6 | 57.4 |
| 2011 | 524294 | 38 | 266 | 4936 | 7081 | 11047 | 50789 | 70086 | 9814 | 290236 |
| 96.9 | 0.0 | 0.1 | 0.9 | 1.4 | 2.1 | 9.7 | 13.4 | 17.1 | 55.3 |

**Source: West African Examinations council, Ogba-Ikeja, Lagos, Nigeria.**

**Note:**

A1 - A3 = Distinction

C4 - C6 = Credit

P7 - P8 = Pass

F9 = Fail

From the table above, over 50% of the students who sat for English Language examination for three consecutive years failed English Language.

**Table 2: WAEC Enrolment and Performance in five Nigerian States**

|  |
| --- |
| SSCE MAY/JUNE WAEC EXAMINATION (2001) |
| STATE ENROLMENT | TOTAL NO. ENROLLED | TOTAL NO. ABSENT | ACTUAL NO. WHO DID THE EXAM | NO. WHO HAD CREDITS A1 – C6 | % CREDITS | NO. WHO HAD PASSES P7 – P8 | % PASSES | NO. WHO FAILED F9 | % FAILURES  |
| ABUJA | 4872 | 68 | 4804 | 1387 | 28.9 | 1370 | 28.50 | 2047 | 42.6 |
| DELTA | 39839 | 695 | 39144 | 9989 | 25.52 | 13726 | 35.07 | 15429 | 39.4 |
| EDO  | 35383 | 573 | 34810 | 17088 | 49.01 | 11302 | 32.50 | 6420 | 18.4 |
| KADUNA | 27933 | 455 | 27478 | 5075 | 18.5 | 8504 | 31.00 | 13899 | 50.6 |
| LAGOS  | 147989 | 1882 | 146107 | 54633 | 37.4 | 42937 | 20.40 | 48537 | 33.2 |

Source - The West African examinations Council, Ogba-Ikeja, Lagos, Nigeria

Out of a total number of 252,343 students who sat for the English Language 2001 May/June Senior Secondary School Certificate Examination, about 35% of the candidates had credits. Thirty four percent (34%) failed woefully and 33.1% had passes.

The situation of general poor performance in English Language spreads through all the levels of Nigeria's educational ladder - primary, secondary and the post secondary institutions.

The awareness about the poor performance of Nigerian students in English Language has been on since the early 1960s. As early as this time, attempts aimed at addressing issues in English language learning and instruction was made. For example, various commissions and reports such as the Grieve report (1964) and Banjo's commission (1977) were all attempts made by the government to find out how best to improve the teaching of English Language.

Banjo (1977) and Wring (1993) spelt out four important skills for measuring proficiency in English Language. They included reading, speaking, comprehension and the ability to express oneself clearly both in speech and in writing.

This trend of general poor performance in English Language is not peculiar to Nigerian students and schools. It is a worldwide problem existing even in developed countries like America. For example, Graves (1977) complained about the poor state of English Language in American schools. Harwood (1980) in acknowledging the problem in English went further to explain that the English situation in American schools was a gloomy one. The three critics of the American English situation complained about poor mastery of skills in English Language.

With the performance of students in English Language declining steadily in the Senior Secondary Schools in Nigeria, teachers, parents, curriculum experts and evaluators are worried. Against this backdrop, this study was set up to evaluate the factors affecting the peformance of fct students in english language.

**FACTORS RESPONSIBLE FOR STUDENTS POOR PERFORMANCE IN ENGLISH LANGUAGE**

Dabalen et al (2000) pointed out that poorly trained English Language teacher and poor instructional delivery are most critical factors associated with students' poor performance in English Language. The awful poor performance in English Language has been a source concern to all stake holders in Education in Nigeria. This finding agree with the findings of Dabalen et al (2000) who in their World Bank report scored Nigerian graduates low in English Language. They stated that the 22% unemployment rate in the metropolitan areas in Nigeria is as a result of poor quality of the graduates, particularly in the communication skills. According to them, these graduates exhibit "poor abilities in the oral and written expression in English Language. The graduates are also inadequately prepared in English Language". Therefore, there is need for a serious concern as these poorly trained teachers are employed to teach and prepare secondary school students for the School Certificate Examination in English Language. Their poor training background also has serious implication for instructional delivery. What do you expect of the students' performance in English Language? your guess is as good as mine. Of course a woeful performance.

Lack of infrastructural facilities was also found to be associated with students' poor performance in English Language. Many of the students come from technologically advanced homes where all sorts of modern gadgets such as radios, television sets, films videos, satellites, etc exist. These same students find themselves in boring and rowdy traditional classrooms, which hardly have any facilities. The classroom are usually poorly equipped and in most cases dilapidated. It is not surprising, therefore, that these students perform poorly.

Teachers' attitude towards innovation has also been criticized. This is because they have failed to take into account, the dynamic nature of English Language Curriculum. One must also point to the fact that teachers have also continued to bore students with definition and drills in grammar, vocabulary and speech work. The traditional content/knowledge oriented curriculum is still very much practiced by them. These teachers have also clung fast to the old fashioned ways and have refused to embrace the new trend of the total curriculum experience of the modern teacher. Pring (1976) and Onwuka (1985) had criticized the content/knowledge - oriented curriculum like the one practiced by the teachers of English Language. Such a curriculum does not go beyond merely imparting knowledge to the students. Trifonovitch (1981) had also explained that students are usually placed in a disadvantageous position when they learn a second language. To crown it all, the general students' apathy in English Language may be occasioned and worsened by the poorly trained teachers in whose care they are entrusted in the classroom. The unchallenging classroom and teachers' poor attitude towards innovation in the instructional delivery process also contribute to the general students' apathy in the subject, and consequently poor performance in school certificate Examination in English Language.

**Parental Support/Background**

 The social class or home background of a child’s of significant importance in determining the performance of a child. The resources cultural and materials way in influencing their performance in school. Onweme and Ugbor (1994), studies have shown that the higher the social class of the parent, the higher the students academic performance, aspiration and attainment. Babeshima (2003) has found that in East Asia there is a correlation between students in mathematics and accounting and the educational level attained by parents. He also reported that the average Korean family spends upwards 25% of their income on their children education. Nwagwu (1999) described this situation whereby children are unable to attend school or continue to an appreciable level because of the financial incapability of the parents some out of giving birth to too many children.

**Poor Funding by the Government**

 The parent’s economic crisis in Nigeria threatens the adequate financing of education. Education now attract gigantic amount of capital at all levels. Nevertheless, it is government’s desire and aim to make education free at all levels. So the financing of education in Nigeria will be collective responsibility of the federal, state and local governments. Similar, government participation ijn the running of primary, secondary and tertiary school system, has great and enormous financial implications and project in FCT. In FCT today, many government schools have no sufficient and comfortable classrooms, teaching aids health centres, furniture and co-curricular and recreational facilities.

**Absence of Good Library Facility**

 Through reading students learn more about the ideals of others and this brings them up to date and consolidate their knowledge in most of the subjects they offer. Palmela (1974), said that “library facilities in a school is a basic necessity. Infact, a school without a library cannot be regarded as available school. She further emphasized that the value of a school library is that it allows pupils to find out things for themselves and to follow-up arouse. Edward (1977) in his own contribution to library said that ultimate test of Standard School is having an adequate library with good equipment. Since library could serve as a reference to students and teachers alike especially when facts are not available in their recommended textbooks. A library that is not well equipped can by reducing their academic performance which if not checked can lead to educational backwardness of students. The consultant textbooks will in no small way help most students who cannot immediately purchase the recommended textbooks.

**CHAPTER THREE**

**RESEARCH METHODOLOGY**

 This chapter deals with method and procedure adopted for the collection of interest here include the research design, population of the study, sample and sampling procedure, instrumentation or research instrument, validity of the instrument, reliability of the instrument, administration of the instrument and method of data analysis. The instrument was made up of two parts; one part was concerned with the collection of personal data which constituted the independent variables. Part two contained the reviewed list of questions recommended for the study by the lecturers.

**RESEARCH DESIGN**

 The primary purpose of this design work is to bring into limelight the problem which causes poor academic performance in English Language among secondary school students in FCT. This study employed the simple descriptive survey research design to explore the issue of the study.

**STUDY POPULATION**

 The population for the study consisted of 100 students from selected secondary school in FCT, Abuja

**STUDY SAMPLE**

 The sample used in this study was selected from five (5) secondary schools in FCT, Abuja. In each school, twenty (20) students (males and female) were chosen and a total number of one hundred (100) students were used.

**SAMPLING PROCEDURE**

 A random sampling techniques was employed to select the five (5) schools as representative of the population using random numbers. The names of the five (5) schools were picked from among written names of all secondary schools FCT.

 The same techniques were used in selecting students by using a piece of paper with the words, yes and no. only the papers that carriers yes were used for the study.

**RESEARCH INSTRUMENT**

 Questionnaires and oral interview were the tools used for this research work. The questionnaires were developed differently for students in FCT. The questionnaires were made up of simple questions, each with a response of yes or no. the questionnaires centred on the problems that could cause poor academic performance in English Language among secondary school students. Principal of the five (5) school visited were orally interviewed. The interview centred on the causes of poor academic performance among secondary students in their various schools.

**VALIDITY OF INSTRUMENT**

 The questionnaires were presented by the researcher to the supervisor to ascertain the content validity. After a careful study of the questionnaires, the supervisor made the necessary corrections and approved that the question is valid.

**RELIABILITY OF INSTRUMENT**

 Te instrument used for this research is reliable because it was text after two weeks it produce the same results. (Give the same test to the sample people at different time and correlate the scores).

**DATA PROCEDURE**

 In collecting data for this study, one hundred (100) copies of questionnaires will be distributed among the respondents. This means twenty for each of the five schools.

**METHOD OF DATA ANALYSIS**

 In analyzing the data collected, the researcher made use of sample percentages this is because the target population is within a responsible limit for an easy descriptive of analysis. The formula used was

R/S x 100/1 = percentage of respondents

Where

R = Respondents

S = Total Sample

**CHAPTER FOUR**

**DATA ANALYSIS, INTERPRETATION AND DISCUSSION OF RESULTS**

 This study is centred on finding out factors affecting the peformance of fct students in english language. A total number of 100 questionnaires were administered to students from five schools that were selected and all responded.

Question 1: Do you offer the English Language in your school?

Table A

|  |  |  |
| --- | --- | --- |
| Responses  | Frequency  | Percentage % |
| Yes  | 35 | 70 |
| No  | 15 | 30 |
| Total  | 50 | 100 |

 In this table 70% of the student response was the opinion that they offer the English Language while 30% said they don’t offer the necessary subjects.

Question 2: Do your interest contribute to your performance in English Language?

|  |  |  |
| --- | --- | --- |
| Responses  | Frequency  | Percentage % |
| Yes  | 40 | 80 |
| No  | 10 | 20 |
| Total  | 50 | 100 |

 In this table 80 of the student’s responses was the opinion that the interest of the student contribute to the academic performance while 24% of the students response was of the opinion that the interest does not contribute to academic performance.

Question 3: Does your teacher help you to find solution to question given in your English Language assignment?

|  |  |  |
| --- | --- | --- |
| Responses  | Frequency  | Percentage % |
| Yes  | 8 | 16 |
| No  | 42 | 84 |
| Total  | 50 | 100 |

 Table 3 indicate that 16% of the students responses was the opinion that the teacher helps in finding solution to question given in the assignment while 84% of the students response was the opinion that the teacher don’t fid solution to question given in the assignment.

Question 4: Do your parents support you academically?

|  |  |  |
| --- | --- | --- |
| Responses  | Frequency  | Percentage % |
| Yes  | 35 | 70 |
| No  | 15 | 30 |
| Total  | 50 | 100 |

 Table 4 indicate that 70% of the students response was the opinion that parents support them academically while 30% response was the opinion that parents do not support them academically.

Question 5: Does lack of instructional materials affect your rate of learning?

|  |  |  |
| --- | --- | --- |
| Responses  | Frequency  | Percentage % |
| Yes  | 45 | 90 |
| No  | 5 | 10 |
| Total  | 50 | 100 |

 From this table, it was observed that 90% of the respondents says that lack of instructional materials affect the rate of learning while, 10% are saying that it does not affect the rate of learning.

Question 6: Are you in any way involve in cult activities in your school?

|  |  |  |
| --- | --- | --- |
| Responses  | Frequency  | Percentage % |
| Yes  | 6 | 12 |
| No  | 44 | 88 |
| Total  | 50 | 100 |

 In this table 12% of the respondents says that they are involved in cultist activities while 88% of the respondents says they are not involved in cult activities.

Question 7: Does your teacher communicate clearly and understandably?

|  |  |  |
| --- | --- | --- |
| Responses  | Frequency  | Percentage % |
| Yes  | 30 | 60 |
| No  | 20 | 40 |
| Total  | 50 | 100 |

 From the data above, it was observed that 60% said that their teacher communicate clearly and understanding, while 40% said that their teacher does not communicate clearly and understanding.

Question 8: Do you think that lack of funding by the government could cause poor academic performance in English Language?

|  |  |  |
| --- | --- | --- |
| Responses  | Frequency  | Percentage % |
| Yes  | 35 | 70 |
| No  | 15 | 30 |
| Total  | 50 | 100 |

 In this table 70% of the respondents says that lack of funding by the government could cause academic performance while 30% of the respondents says that lack of funding by the government does not cause academic performance.

Question 9: Do you think absenteeism could cause for academic performance in English Language ?

|  |  |  |
| --- | --- | --- |
| Responses  | Frequency  | Percentage % |
| Yes  | 45 | 90 |
| No  | 5 | 10 |
| Total  | 50 | 100 |

 In this table 90% of the respondents say that absenteeism could cause for academic performance while 10% of the respondents says that absenteeism cannot cause for academic performance.

Question 10: Do you have problem with English language subject?

|  |  |  |
| --- | --- | --- |
|  Responses  | Frequency  | Percentage % |
| Yes  | 28 | 56 |
| No  | 22 | 44 |
| Total  | 50 | 100 |

 From the data above, it was observed that 56% said that they have problem with English language while 44% said that they don’t have problem with accounting subject.

Question 11: Do you have a good Library in your school?

|  |  |  |
| --- | --- | --- |
| Responses  | Frequency  | Percentage % |
| Yes  | 35 | 70 |
| No  | 15 | 30 |
| Total  | 50 | 100 |

 In this table 70% of the respondents say that they have a good library in their school while 30% of the respondents says that they don’t have a good library in their school.

**CHAPTER FIVE**

**SUMMARY, CONCLUSION AND RECOMMENDATION**

 The purpose of this research was to evaluate the factors affecting the peformance of fct students in english language. Five schools were used as samples. Simple random sampling techniques were used in selecting respondents. Twenty students each were selected in each school visited. On the whole one hundred students were used. One Hundred (100) questionnaires were distributed to all the students. The responses from the questionnaires were analyzed in tables and research questions were evaluated by making use of percentage.

 Seven research questions were formulated, they include;

1. Does the quality of English Language teachers affect academic performance in FCT?
2. Does the number of teacher available affect the rate of failure in certain subjects?
3. Does the availability or non-availability of workers affect the rate of failure of students in identified subjects?
4. Does the non-availability of instructional materials constitute academic performance?
5. Does the interest of students affect academic performance of students in FCT?
6. Does parental support affect the student’s failure rate on some identified subjects?
7. Does the role of cultism in some schools affect academic performance of students?

**Conclusion and Recommendations**

The study has evaluated the factors affecting the peformance of fct students in english language. The results of the study showed that all the respondents agreed that poorly trained English Language teachers, poor instructional delivery, lack of infrastructural facilities, teachers' attitude towards innovation, the traditional content/knowledge oriented curriculum and the general students' apathy in English Language were factors affecting the peformance of fct students. In order to enhance students' performance in English Language, the following recommendations are hereby proposed:

1. English Language teachers should be well trained. In addition to pedagogy, teacher trainees should be exposed to more content areas in English Language.
2. A good teaching of English Language should be combined with the use relevant and adequate instructional facilities that will ensure mastery of English skills. Governments should provide conducive classroom environment that will stimulate teaching and learning of English Language in our secondary schools.
3. English language teachers should engage more in diagnostic approach to the planning of educational experiences and activities for their students. Such experiences and activities should match students' interest, motivation and level of understanding. Infact, teachers should make learning of English Language meaningful and vivid for the students.

**QUESTIONNAIRE**

 This study is designed to evaluate of factors affecting the peformance of fct students in english language

. Please answer the following questions correctly. Please thick your answers in the appropriate box below.

**SECTION A**

1. Name of School:
2. Class: S. S. 1 ( ) S S 2 ( ) S. S. 3 ( )
3. Sex: Male ( ) Female ( )
4. What are the qualifications of your teachers? B. Sc ( ) HND ( ) B. Ed ( ) B. Sc/PGDE ( ) HND/PGDE ( ), M. Ed ( )

**SECTION B**

* 1. Do you offer the English Language? Yes ( ) No ( )
	2. Do you enjoy all your classes? Yes ( ) No ( )
	3. Does your teachers come to the class regularly for their lessons Yes ( ) No ( )
	4. Does lack of instructional materials affect your rate of learning? Yes ( ) No ( )
	5. Does your teacher help you find solution to question given in your English Language assignment? Yes ( ) No ( )
	6. Does your teacher communicate clearly and understandably? Yes ( ) No ( )
	7. Do you have problem with English Language? Yes ( ) No ( )
	8. Do your parents support you academically? Yes ( ) No ( )
	9. Does your interest contribute to your academic performance? Yes ( ) No ( )
	10. Have you ever attended any English Language workshop? Yes ( ) No ( )
	11. Are you in anyway involved in cult activities in your school? Yes ( ) No ( )
	12. Do you have a good library in your school? Yes ( ) No ( )
	13. Are you able to cover your syllabus before the end of each term? Yes ( ) No ( )
	14. Do you think WAEC makes use of the continuous assessment mark? Yes ( ) No ( )
	15. Do you think lack of funding by the government could cause academic performance? Yes ( ) No ( )
	16. Do you think inadequate trained and qualified teachers affect your academic performance? Yes ( ) No ( )
	17. Do you think absenteeism could cause for academic performance? Yes ( ) No ( )
	18. Do you think inadequacy of infrastructures affect your academic performance? Yes ( ) No ( )
	19. Do you think inadequate preparation on the part of students affect the academic performance? Yes ( ) No ( )
	20. Do you have a good laboratory in your school? Yes ( ) No ( )

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