

**SCHOOL LEARNING CONTEXT AND STUDENT PERFORMANCE IN
ENGLISH LANGUAGE. A CASE OF SELECTED SECONDARY SCHOOLS IN
MARANDA DIVISION, BONDO DISTRICT IN
NYANZA PROVINCE,
KENYA.**

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DECLARATION

I declare that this is a result of my own original research and it has never been submitted to any other higher learning institution for any academic award.

Signed 

Date 23/2/2012

APPROVAL

This research report has been submitted for examination with my approval as a University supervisor.

Signature

Madam Rachael Oketch

Date

DEDICATION

This research project is dedicated to my mother Emilly Odhiambo, father Aggrey Odhiambo for supporting me during my studies. May the Almighty God reward them abundantly.

ACKNOWLEDGEMENT

I extend my sincere gratitude to my supervisor Madam Rachael for her invaluable supervision and guidance. Very many thanks to my friend **Joan** and all who participated in kind, financially, materially and spiritually to see to it that I accomplish the tasks without hiccups.

DEFINITION OF TERMS AND ACRONYMS

K.C.S.E	Kenya Certificate of Secondary Education
Mother tongue	Is the first language a human being (child) acquires from his or her immediate environment including parents (mothers), siblings, neighbours and others.
Performance	Is the outcome measured by examiners after students have been subjected to examinations.

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ABSTRACT

The study investigated factors that affect performance in English in Kenya Certificate of Secondary Education (K.C.S.E).

The study specific objectives among which were;

- (i) To examine the effect of school administration and performance of English.
- (ii) To assess the effect of students' attitude towards English on performance.
- (iii) To investigate teaching methods on students' performance on English.
- (iv) To establish teachers' qualifications and its effect on performance of English.

The study was carried out at Bondo district, Kenya.

The study involved one hundred and twenty seven (127) respondents.

The study found out that;

- (i) English language lacked adequate and qualified personnel
- (ii) Teachers were a problem as they concentrated on business outside professional duty as moonlighting.
- (iii) School administrators were not supportive to equipping of school libraries.
- (iv) Many a time teachers used mother tongue as a medium of instruction.
- (v) Methodologies used by teachers were not student / learner friendly.
- (vi) Secondary school curricula was overloaded with little time allotted for lessons.

The study recommended that;

1. The government

- (i) Train more English teachers.
- (ii) Staff all schools without any bias.
- (iii) Remunerate teachers well.
- (iv) Discipline wayward teachers.

2. School administrators

Organize for workshops and refresher courses

3. Teachers

Explore modern teaching techniques.

4. Curricula developers

Shed off unimportant units from the syllabus.

CHAPTER ONE

1.0 Introduction

English is one of the core subjects especially in the Secondary school curriculum. Student both in primary and Secondary schools have persistently continued to perform dismally in the subject despite its early introduction into the curriculum and in the light of the many lessons that it is allotted in school time table in school. The poor performance in English has largely contributed to the overall poor performance in the other subjects and subsequently, a low enrolment and admission into Kenya's public universities and other tertiary colleges from Maranda Division as compared to other Divisions. Many Students in the last two years failed to attain a C+ and above in English at K.C.S.E level which is required to gain entry into these institutions of higher learning. The ones who attained good grades in other subjects also suffered because of failing in English. It is the light of this observation that this study is carried out to investigate the factors influencing students' performance in K.C.S.E English examinations in Maranda division.

1.1 Background of the study

Martha L. King (1984:175) says that just as success in learning is linked to kill or the language, failure in language whatever the reason is bound up in the way children share and create meaning through language.

In the Kenyan system of education there is great emphasis on the teaching of English language. This has been necessitated by the fact that globally, English is also one of the widely spoken international languages.

English is also the official language in Kenya. In any office in the country the medium used in communicating is English and in some few instances, Kiswahili. Except from the teaching of other languages like French, German and Kiswahili, all the other subjects offered in the school curriculum by the Ministry of Education are taught in English. It is therefore imperative that learners first understand English language properly and acquire a

fluency in the use of the language so that they can use it not only to do their examinations but to also, communicate effectively in their community and to understand other subjects.

The ability to communicate eloquently in English has been used many times during interviews as a gauge to determine how competent and well versed one is in given field of experience, whereas one may be highly skilled and qualified to undertake certain tasks, his / her inability to express themselves fluently in English may cost them a much desired job opportunity.

Due to the significance of the English as a medium of communication, language skills are introduced right from the elementary level. The Ministry of Education underscores the importance of English by making it one of the core subjects that is compulsory for all Secondary school Students.

Its therefore alarming that students are failing in this important subject because it is significantly affecting their performance in other subjects, subsequently limiting them in security good jobs locally and internationally.

The researcher being one of the language teachers in the Division has observed that in Maranda Division, many Secondary school leavers are missing places at the university even when they have performed well in other subjects due to their poor performance in English. Many of them have had to take up courses in tertiary colleges or do bridging courses to gain entrance into universities while others have faded into oblivion.

1.2 Statement of the problem

Regardless of the Secondary schools' attainments coupled with appropriately governed English teaching based on its performance, the fluency and accurate performance of English in Secondary schools in Kenya, is still not to the adequate standards due to the increased use of local vernacular languages thus leading to a very poor scale at which children are exposed to English language and its due to the missing gap which calls for an investigation.

1.3 Objectives

1.3.1 General objective

The study investigated the influence of mother tongue and performance of English in Kenya Certificate of Secondary Education

1.3.2 Specific objectives

1. To examine the effect of school administration and performance of English.
2. To assess the effect of students' attitude towards English on performance.
3. To investigate whether teaching methods affect students' performance of English.
4. To establish whether teachers' academic qualifications affect students' performance in English.

1.4 Research questions

1. What are the effects of administration on performance in English?
2. What effects does students' attitude towards English have on performance?
3. How does the teachers' academic qualifications affect the performance of English?
4. How do teaching methods affect the performance in English?

1.5 Scope of the study

The study was carried out in Bondo District in Kenya because it was nearer and accessible by the researcher in terms of transport and the study took two months to collect the desired details.

1.6 Significance of the study

This study would provide more insight to teachers and the school management on the causes of poor performance in English and enable them to improve on the teaching methods and resources in English.

The curriculum developers can also use findings of the study to identify areas of strength and weakness, in the curriculum with a view of making it more effective and compatible with the needs of the society.

The students would also benefit in that they will acquire language skills that will enable them to compete favourably and meet all their learning needs.

The study would form a base on which others can develop their own studies.

It also highlighted the importance of qualified teachers.

The government can also come up with better strategies of improving the training of teachers basically in English.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

For any meaningful development to take place in any nation there has to be education. Therefore, every nation is obliged to educate its youth to equip them with knowledge for socio-economic, cultural and political development. The Kenyan government has made a milestone in creating the ministry of education and initiating the free and compulsory Secondary education whereby a hefty disbursement is made annually from the national budget to cater for the demands of education.

There are a number of obstacles that hinder effective learning especially in English albeit these efforts put in place by the government of Kenya. A number of people have spoken and written on the causes of poor performance in English.

2.1 Review of related literature

Performance in English has been reported by a number of researchers to be influenced by the following factors; students, administrative, parents and teachers.

Students' attitudes and English performance

Gichuhi (1996, 10) argues that attitudes and subjects are not learned separately but simultaneously through complex interaction. The student with a positive attitude in class is likely to perform much better than those with a negative attitude. On clearing their courses, such Students are also expected to be proud of the subject (language) and use it more often in their daily activities. It has been observed that many students who have a negative attitude towards English will avoid using it when not obliged to, subsequently, they will not perform well. There is a common misconception among Students in rural schools that English is only the domain of those students in urban schools, that the student from a rural setup cannot develop articulation in English no matter how hard they try. As the secondary school students for their K.C.S.E they display an aptitude for English until they reach secondary school and find that they no longer fair as well as they used to. This is attributed

to the method used in teaching at secondary level whereby they can be drilled on how to answer questions in examinations. This is not the case with primary school where the learners answer multiple choice questions.

Chiuri (1995, 11) reported that, poor performance is attributed to secondary school factors. He articulated the problems such as drilling students to pass the Kenya Certificate of Secondary Education (K.C.S.E) and the use of vernaculars as medium of communication (instrument) in secondary schools as major causes of poor performance in English.

On the same note, Kagochi (2001, 25) observes that some secondary objectives are not met. These include imparting literacy skills, developing self-expression and laying the foundation for further education. When these objectives are not met then chances are very slim that the learners will achieve the goals at secondary school level for they lack the basic information that is a prerequisite.

Eshiwani (1993) says those students' traits such as secondary education and social characteristics cause poor performance in general.

Issues related to teachers and performance in English

Owour (1995,4) observed that; poor performance is as a result of teachers not being dedicated to their duties. Some of them are traders while others are drunkards. When they devote most of their time in their businesses or drinking they have little time for their students. They result to giving students homework or assignments that they never mark and hence discourage the students. The researcher intends to find out whether the above implies to Maranda Division.

The ideal English teacher

The ideal English teacher is one whose liberal education has freed him to lead a harmonious, well-behaved life. He / she has been liberated from those accidental restrictions – the circumstances of birth and environment – that narrow personal vision. The liberally educated teacher of English is one whose feelings, imaginations and intellect have been fused into the stable poise which enables him to grapple with essential and ultimate questions of experience. He sees clearly than most, how ends and means are related, how outer symbols shadow forth the inner truths of existence and how choices reflect the values, conscious or unconscious, an individual concept. Such a teacher clarifies in his own mind and the minds of his Students the values to be gained from studying language and literature. This requires a complex equilibrium of many qualities and skills, but for characteristics outlooks may be identified.

Some people will work harder in a group than alone, if they expect their colleagues either do not have enough ability or will slack off (Passer and Smith, 2001). This shows the influence of a group on hard work. This shows that influence of a group on hard work. It has been observed that many teachers make learning teacher-centered and fail to use students to assist each other in group work. There is need to vary the teaching methods and adopt those approaches that are more student centered.

When dealing with attitude change, many teachers rely on rules and regulations of the school to maintain order. Unfortunately the need for control and discipline can take precedence over the learning process. Teachers may focus on obedience to school as an end in itself (Scahaeffer).

2.2.2 Administrative factors and performance in English

Nyambane observes that, head teachers have a role to play in the poor performance. He attributed to unco-operative head teachers in supplying essential basic material for teaching. He reports that some of the teachers treat the school as their personal property thus hindering development and smooth learning.

On the issues of administration and how it influences performance, interviews carried out by Blumberg and Greenfield (1956, 4) reported that the administration should provide administrative relationships in which each party can count on the other to meet the expectations they have for each other and the process of building this relationship starts with the ability and willingness of the head teacher to listen to what the teachers are saying.

Ndero (2002-7) recommended that a systematic approach could be the school problem that seem to work without threatening the delicate balance that exist among administrators, teachers and students in every school.

Facilities are crucial in learning of languages. Facilities like libraries are important components in learning English. They provide the base for reading and this is where the reading materials are kept. A school without a library lacks a vital organ. The school lacks a vital organ. The library case has been argued.

Indeed if a school aims at really educating the students entrusted to it and not merely "teaching" them, the library is a facility which can make an essential contribution to such a purpose. There is no substitute for it. It is a priority without which a school must inevitably be poorer, no matter how many other facilities it provides (Ayot et al 1984: 128). As earlier results have shown, there is a correlation with good performance and facilities seem to produce better results than the one with inadequate facilities (Gechaga 1986: 49).

Kunguru (1986) observes that lack of experience on the part of the teachers may result from untrained teachers or newly posted graduates who are experimenting on methodology such teachers have no idea on how examination are set and techniques of answering questions. Kilatya (1985) states that in some cases some schools do not have qualified teachers and if they are there, such teachers are overloaded and sometimes assigned subjects they were not trained for.

Methodology of teaching and performance in English

In teaching, there are various methods that a teacher can use. It's therefore, upon the teachers to vary the methods to achieve the desired results. According to Gathiari (2005), in order to develop writing skills, students should be encouraged to write compositions, short stories and short drama, poems and dialogues. The development should be progressive and tasks should vary with level of class, from simpler in form one to complex in form four.

The topics chosen should also be relevant enough to have a personal appeal to the Students.

The scope of writing topics have no borders; it can be any topic, but should be exciting and creative. The teacher can encourage students to write stories and display them on a display board in the school. Listening is a skill that the teachers must develop in the student,

psychologists argue that students retain 20% of what they hear and 50% of what they hear and see. Listening therefore, becomes an integral process in learning. Ayot et al (p. 134) have put it; it is a skill that a teacher needs to employ a variety of methods to develop interest in their students.

English plays a crucial and pivotal role in society today. In Kenya it is the official language and infact enshrined in the Kenyan constitution.

Every bill including the memorandum accompanying a bill, every act of parliament whenever acted and all other actual or proposed legislation under authority of an act of parliament and all financial resolutions and documents thereto, and every actual or proposed amendments of any type of the foregoing shall be written in English (The Constitution of Kenya, 1983: 32).

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter explains the method the researcher used to select the geographical areas from which research was carried out and methods of selection of respondents. It also explains the method that was used to collect, process and analyze data.

3.1 Research design

The research study was applicable to all secondary schools in Kenya but more particular to those involved in data collection are English language teachers, the principals, the deputy principals, head of departments, library assistants and students. 30 students were selected, 15 girls and 15 boys.

3.2 Study population

Since there are four classes, 120 Students will be selected

Form	Gender
1	15 girls and 15 boys
2	15 girls and 15 boys
3	15 girls and 15 boys
4	15 girls and 15 boys

These 120 students were from the students sample; the four English teachers in the selected schools were from the teachers' sample. The principals, deputy principals and the heads of English departments formed the administration sample.

Population	Sample
Form 1 and form 2	60
Form 3 and form 4	60
Teacher 4	4
Administrators 3	3
Total	127

3.3 Environment

This research was conducted in selected schools in Bondo district.

3.4 Subjects

In each class that is form 1, 2, 3 and form 4, 30 students were selected; 15 girls and 15 boys in each class and since there were four classes, 120 students were therefore selected to form the students' sample while four language teachers in the school were to form the teachers' sample and the principal, deputy principal and the head of English department formed the administration sample.

3.5 Ethical consideration

Permission to conduct this study was given by the KIU authority; high confidentiality was assured to the interviewees. No harm was expected to ensure the result of this study. All students included in the body study provided their acceptance to be interviewed; no force was used to interview the students who were not willing.

3.5 Research instruments

The proposed study utilized a variety of research instruments as listed and explained here under.

3.5.1 Questionnaires

Student's questionnaire

These seeked the following information

- (i) Teaching methods
- (ii) Frequency of practicing in comprehensional questions

- (iii) Performance in English
- (iv) Frequency of practical lesson.

Teachers' questionnaire

These sought for the following information

- (i) Professional qualifications
- (ii) Years of experience (service)
- (iii) Sex
- (iv) Seminars (in-service course) attendance
- (v) Work load (number of lessons per week)
- (vi) Performance in English.

The questionnaire was self completion which was chosen from majority of samples, development (piloting of pre-testing) the instruments were presented to establish their reliability and validity, some teachers and students from the school who were not to form part of the sample for study were used.

3.5.2 Interviews

Administrative staff interviews were made in order to make staff more comprehensive and ensure it rendered itself results productive and easily understandable on stating problem, reference books and school facilities.

3.6 Data collection procedures

There was no research assistant in this study and the data was collected in two phases.

The researcher administered the questionnaire personally to the selected sample in their respective areas. The purpose of the questionnaire and the instructions to be followed was explained to the respondents. The respondents were given two days after which they responded to the questions and the researcher collected the questionnaires.

The KCSE results slip sheet was collected from the principal as well, interview was conducted by the researcher.

3.7 Statistical treatment of the data

This involved finding analysis and interpretation of the findings. To facilitate presentation and analysis of data, tabular layouts were used (descriptive statistical methods). They involved calculating percentages and through tabulation method the data analyzed. This enabled any desired figure to be located more quickly and it also helped in comparison between two different categories to be made more easily.

3.8 Limitations and Delimitations

There were some limitations and delimitations that affected the study progress both positively and negatively. They included;

Limitations

Time: Time factor was the greatest limitation as the researcher had to perform his obligatory duties as a professional teacher and only carry out researcher work when free or when permitted by the head of the institution where he taught.

Lack of corporation: At the place of work, some teachers did not co-operate for their own selfish ends and didn't see how the study would help or benefit them or the Students. Some respondents also didn't want to co-operate and avoided filling the questionnaire.

Referral literature: Local libraries in Bondo district as the Kenya National Library and the British Counsel Library did not have relevant books on the subject. This forced the researcher to travel to far places like Nairobi to look for the intended literature.

Finance: Given that it was a self sponsored project, the researcher needed funds to complete. Purchases of stationery, typing and printing, subsistence and traveling expenses all bore hard on the researcher's financial capabilities.

Delimitations

Language: This was a delimitation as the researcher carried out questionnaires in English and learners cum teachers were proficient enough and competent enough in the language. How I thank them dearly.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.0 Introduction

In this chapter the researcher analyzed the findings of the study. The findings were presented in tables which showed category, frequency and percentages from the tally of each response. All those reflected responses from the respondents who included teachers and Students.

Table 1: Professional qualifications

Diploma	1	25%
Untrained graduate	2	50
Graduate BED	1	25%
Masters	-	0%
Total	4	100%

Source: primary data 2010

The study findings in table 1 indicate that the majority of teachers are untrained graduates as shown by 50% of respondents. Trained graduate teacher is only one, who accounts for only 25% which is paltry. Still disheartening findings revealed that the school had only one trained diploma teacher who also accounted for 25% only. One wonders loudly what can be achieved by a workforce whose manpower which accounts for 50% are untrained teachers. Indeed these findings are perturbing analysis for a school that would like to be recognized in the republic domain as well as well post good results that qualifies Students for university studies.

Table 2: Seminars and refresher courses

Category	Frequency	Percentage (%)
Yes	4	0%
No	0	100%
Total	4	100%

Source: primary data 2010

Results of findings in table 2 revealed that teachers do not attend seminars and refresher courses at all so as to sharpen their skills. This is noted by the number of response that took a tall percentage of 100%. This is a grave situation that hinders teachers' abilities to competently deliver to Students. Further, it translates to the learners / students of getting a raw deal of the latest on how to attempt national examinations.

Table 3: Teaching load per week

Category	Frequency	Percentage (%)
Form 1	15	27%
Form 2	14	26%
Form 3	13	22%
Form 4	15	27%
Total	57	100%

Source: primary data 2010

The findings from the table 3 clearly indicated that the teachers of English have a bulky work load from form one through to form four. The average of 25% in each form is too much. The teachers cannot be able to teach and examine the students' work. This has contributed negatively to the attitude to the teaching of the subject. This scenario has made the teachers to apply teacher-centered approaches to teaching which are a detriment to the performance of English. Further, it demotivates the students to like English language.

Table 4: Number of course books and their supplementaries in class and library

Category	Frequency	Percentage (5)
Yes	0	0%
No	4	100%
Total	4	100%

Source: Secondary data 2009

Here findings attest that both in the library and in the classes books are not adequate. These were indicated by 100% response from teachers who blamed the administration for not equipping the school's library. As a researcher, I found this situation to be so sorry on the part of learners / students cum teachers. How I wished that school administration took it a priority to equip the library to let students get exposed to knowledge and further explanation to reinforce what had been taught by teachers.

Further, this would encourage and foster a culture in learners to study on their own. This would as well lessen the burden of the teacher dictating or writing follow up activities of the lesson on chalkwalls especially literature that requires one to read and make an informed judgment.

Table 5: Intervention measures by teachers as responded by Students

Category	Frequency	Percentage (%)
Extended teaching hours	20	33%
Involving other teachers	20	33%
Use of appropriate teaching methods	15	25%
Involving parents	5	8%
Total	60	100%

Source: primary data 2010

The study findings in table 5 came out with the following facts. As high as 33% of teachers extended teaching hours to help students. The same 33% took time to involve other teachers to help them. While 25% of the respondents indicated that teachers tried to use

appropriate teaching methods during delivery. Some 8% of students attested that teachers went an extra mile to involve parents in trying to find out solutions to their day scholars, sons and daughters who continued to perform dismally in class work.

Table 6: Why students perform dismally

Category	Frequency	Percentage (%)
Teachers not serious	20	33%
Students don't work harder in school	10	16%
Over enrolled class	18	30%
Too many subjects	12	20%
Total	60	100%

Source: primary data 2010

Most respondents who were students cited teachers as not being serious as a reason for students' poor performance as shown by 33% students' response. Further 30% of students cited over enrolment of classes as a reason for dismal performance. 20% of students blamed the secondary curriculum to be overcrowded with many subjects. Other 16% thought students do not work harder in English. There could be a lot of truth on the probability of teachers not being serious with their teaching as others would be moon lighting to earn extra coins. With over enrolment, the performance will obviously be poor, for obvious reasons that the teacher can not offer individualized educational programme (I.E.P) to weak and slow learners. As for there being too many subjects in the curriculum, it would be of help if subjects were amalgamated and most contents not directly helpful to students be struck off. This would otherwise improve the quality of remaining content and improve on their relevancy.

Table 8: Instructional media and its impact

Category	Frequency	Percentage (%)
English	15	25%
Catchment language	40	67%
Others	5	8%
Total	60	100%

Source: primary data 2010

The study in table 8 found out that 67% of respondents used their mother tongue in answering questions posed by the teacher. Further the 25% of the students confided in the researcher that their teachers got out of their way to teach some aspects of literature and English in their vernacular as these teachers are equally locals. Other 8% of respondents cited that they use English. More perturbing was the same 8% who indicated that teachers and students use, other languages during English such as 'Sheng' and 'Kiswahili'. The reason given intimated that other teachers had difficulty in articulating English words as it's evident that others have not undergone a professional training. As a researcher, I found it wanting as teaching English in other languages was a sure way of failure. It's paramount that the teachers got trained and refrained from using catchment languages (mother tongue) to foster and trigger good performance of English.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

In this chapter, the researcher discussed the findings of the study by identifying major findings, and commenting on possible reasons why the results appear as they are. These are compared to results of previous research by other researchers. The researcher also drew conclusion and finally made recommendations from the study findings that would go a long way to solving challenges that teachers and learners face when teaching and learning English language for the benefit of good performance in national examination and national development.

5.1 Discussion

The major obstacle to assisting Students to pass National Examinations in English was noted to be lack of enough qualified personnel. The findings in this study found out that majority of teachers do not have the necessary qualifications useful to addressing the Students' English difficulties especially literature. This is especially the untrained graduates whom at times shy away from teaching difficult aspects of literature. This fact is also backed and observed by Kunguru (1986) that lack of experience on part of teachers may result from untrained teachers who are experiencing on methodology as such teachers have no idea on how examination are set and techniques of answering questions.

The study also found out that the teachers themselves are a problem to passing of the learners as they are not committed to their call of duty as others moonlight to earn extra coins. Owour (1995) observed that poor performance is as a result of teachers not being dedicated to their duties. Some are traders while others are drunkards, who devote most of their time in business or drinking. As a result they give students homework or assignments that they never mark and correct their students.

This puts into dis-array major effort by learners / students to make meaningful of their stay in school hence discourage students who hate the subject.

It was noted from the findings that school administrators were another contributor who bedeviled the performance. This was shown by non-committal of a principal to equip the school library and as well stock enough course books for use. Blumberg and Greenfield (1996, 40) reported that administration should provide administrative relationship in which each party can count on the other to meet the expectations of each other. Gechaga (1986, 49) noted that facilities are crucial in learning of languages. Facilities like libraries are important components in learning English. They provide the base for reading and this is where reading material is kept. A school without a library lacks a vital organ. The researcher concurs with this.

Findings noted that mother tongue as a medium of communication (instruction) in secondary schools where these students were before and current teachers getting out of their ways to use vernacular to teach and interact have negatively impacted on performance. Chiuri (1995, 11) confirmed the same.

Study findings revealed that methodology used by most teachers was not student friendly. Methodology such as teacher-centered approaches hinders learners / students to achieve desired results. Gathiari (2005) observed that in order to develop writing skills, students should be encouraged to write compositions, short stories, poems, dialogues, etc. This was blamed by teachers on over enrolment of classes that did not favour teachers to use student-centered approaches.

Further, the study findings attested that curriculum of secondary education was overloaded with students forced to study over twelve subjects that spared them little time to take keen interest in studying English that requires them to read a number of set books which they find punitive.

5.2 Conclusion

The study revealed that there is a big shortage of qualified personnel as a greater percentage of teachers are untrained graduates who do not have enough skill, knowledge to teach a demanding subject like English.

The study ably found out that teachers themselves were an impediment to good results as most of them devoted their time to business and drinking sprees at the expense of teaching Students. It was established from the study findings that school administrators bedeviled the performance as they did not co-operate with teachers to equip school libraries which is a vital organ in language development.

Further study findings revealed that the medium of instruction (communication) is both teaching and interaction were in catchment languages (vernacular) which limited students to exposing themselves to competency in English.

Other serious revelation from study findings blamed on poor methodologies applied by teachers not being student friendly such as teacher-centered approaches that left students within the yoke of the teacher.

The study was also able to establish that the secondary school curricular was congested while time allotted for a lesson was not sufficient as the year ended without completing the syllabus which is derived from the curriculum.

5.3 Recommendations

The researcher has the following recommendations to make, based on the study findings. These include;

One, because of lack enough trained English teachers and their shortage in the schools, there is great need for the government to train more teachers.

Secondly, staff all schools without biasness to avert situations where learners go home unattended to due to over enrolment. There is great need for district education officers and

school administrators to organize and send teachers for workshops and refresher courses to let teachers have latest and relevant skills and expertise in handling English language.

The government is tasked to look into the remuneration of teachers, so that they are paid better to discourage them from devoting their time in moonlighting. Still the government is asked to punish or get rid of wayward teachers like drunkards who earn without delivering services.

It's recommended that all English teachers and other teachers in schools should strive at all costs to use formal media of instruction cum interaction in schools. Curriculum experts are called forth to convene curricula meetings to shed off overloaded topics in the curriculum that are not vital and relevant to the well being of students and national development. Teachers are called upon to explore and use modern teaching techniques that excite students which are mediated teaching / learning experiences that have proved worth and successful in order to reach all students.

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APPENDICES

APPENDIX 1: TEACHERS' QUESTIONNAIRE

BIO-DATA OF THE RESPONDENT

Instructions

You are requested to answer all the questions as truthfully as possible. Do not write your name. The information will be deemed confidential and will be used for the purpose of this particular study.

1. Sex

Male ☐

Female ☐

2. Professional qualifications. Tick where applicable.

Diploma	
Untrained graduate	
Graduate (B.ED)	
Masters	

3. Have you attended any seminar since employment?

Yes ☐

No ☐

4. If yes, how many times?

.....

5. What is your teaching load per week?

.....

6. Do you have enough books in the library?

Yes ☐

No ☐

7. Do your Students have enough text books?

Yes ☐

No ☐

8. What are your intervention measures in regard to helping poor performers in English?

Enumerate them please

- (a)
- (b)
- (c)
- (d)
- (e)

Thank you very much for finding time to respond to this questionnaire

APPENDIX 2: QUESTIONNAIRE FOR STUDENTS

BIO-DATA

Instructions

You are requested to answer all the questions as truthfully as possible. Do not write your name. The information will be deemed confidential and will be used for the purpose of this particular study.

1. Class

Form 1 ☐

Form 2 ☐

Form 3 ☐

Form 4 ☐

2. Sex

Male ☐

Female ☐

3. What is the reason why students perform poorly? Please highlight briefly

- (a)
- (b)
- (c)
- (d)

4. What instructional media is used in teaching and general interaction?

- (a)
- (b)
- (c)
- (d)

5. What is your view as pertains to teaching methods of English?

Boring ☐

Exciting ☐

Motivating ☐ ☐

Thank you so much for accepting to participate