THE RELATIONSHIP BETWEEN SEX, PROPRIETORSHIP, LOCATION AND STUDENT ACHIEVEMENT IN THE WASC ENGLISH LANGUAGE EXAMINATION IN SOKOTO STATE

BY

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DECLARATION

I hereby declare that this thesis has been composed by me and that it is a record of my own research work. It has not been accepted in any previous application for a higher degree. All quotations are distinguished by quotation marks and the sources of information are duly acknowledged by means of references.

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Peter D. TUKO

CERTIFICATION

This thesis entitled "THE RELATIONSHIP BETWEEN SEX, PROPRIETORSHIP, LOCATION AND STUDENT ACHIEVEMENT IN THE WASC ENGLISH LANGUAGE EXAMINATION IN SOKOTO STATE" by Peter Dantani TUKO, meets the regulations governing the award of the degree of Master of Education in the Teaching of English as a Second Language (TESL) of Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This study is dedicated to the researcher's wife, Esther, his children, Joe, Moses, Christy, Stephen and Hannah, for their patience and interest in the cause of obtaining this degree.

ABSTRACT

This study is an analyses of the achievement of candidates in the West African School Certificate English Language examination for a period of five years (1981-1985). The study focused on selected Secondary Schools in Sokoto State that attempted the English Language examination within the period under study. The purpose of the study was to establish if there was relationship between sex, proprietorship location and student achievement in this examination.

To achieve the goal of the study, the examination results of the candidates from the selected schools in the period under study were collected. The results were analysed at 5$ level of significance using the Z test statistic. For each variable also, results of candidates with credit passes (1-6) and those with overall passes (1-8) were analysed separately. The former category has met one of the requirements for entry into Nigerian Universities while the latter has not.

The results of the analyses indicated the location of a school whether rural or urban, the sex of the candidate whether male or female, does not have any significant relationship on student achievement in the English Language examination. The proprietorship variable was however different. It emerged as the only variable that has any significant influence on student achievement. This analysis reflects the achievement of Federal Government College candidates over their state counterpart's.

In view of the findings, the researcher would like to suggest that the Sokoto State Government continues to improve the management aspect of its schools in both urban and rural areas since the research study shows that the achievement of students in both rural and urban schools does not differ much. However, there is the need to point out that the results in both rural and urban schools were poor very much unlike the results of the Federal Government College Students. Sokoto State should therefore help facilitate the achievement of its students by playing its management role effectively.

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DEFINITION OF TERMS

Early English Medium: This is the system whereby English is employed as the language of instruction from the very first year of primary education.

First Language. This is some times used synonymously with the mother tongue. It is the language acquired by the child.

Late English Medium. This is the system whereby English is employed as the language of instruction at a later state of primary education while the mother tongue is employed at the early state.

Mother Tongue. This is the language of the child's parents, acquired by the child often between one and five years of birth.

Rural Schools. These are the schools located in the rural areas of the state.

Second Language. This is the language that is learnt after the mother tongue often for official purposes. English in Nigeria for instance, is a second language.

Urban Schools. are the schools located in the urban areas of the state.

ABBREVIATION OF TERMS

L1 - First (Mother Tongue) Language

L2 - Second Language

EEM - Early English Medium

LEM - Late English Medium

WASCE - West African School Certificate Examination

UPE - Universal Primary Education

NPE - National Policy on Education

RCM - Roman Catholic Mission

UMS - United Missionary Society

GGC - Government Girls College

JAMB - Joint Admissions and Matriculations Board

JME - Joint Matriculations Examination.

Chapter 1

1.1 Introduction

There is no doubt that the development of western education in Nigeria, is closely linked with English. The latter determines in no small measure the extent to which progress in the former is facilitated. From the very completion of primary education, the pupil's chance for secondary education is largely determined by his ability to perform well in English. This is more pronounced at the post primary level where all students on completion of the West African School Certificate Examination are expected to obtain a credit level pass in English before they are considered suitable for admission into the country's universities. This then implies that for any post-primary school student to go for such higher education, he has to meet this pre-requisite.

English language in education serves dual functions. First, it is the language of instruction and hence the language of education. Secondly, it is taught as a subject like the rest of the subjects in the curriculum. The Joint Admissions and Matriculation Board (JAMB) has spelt out in its brochure, that all candidates seeking admission into

the country's universities (in addition to their subjects of study) must have a credit pass in English language. Bamgbose (1971) did say that the role of English in Nigeria, is most noticeable in the field of education. He said that it is the language of examination for other subjects as well as itself. The National Policy on Education (NPE) (1981) further stresses the importance of English in Education.

Although English has been accorded a pride of place in the curriculum, WASCE results in this subject leave much to be desired. The West African Examination Council (WAEC) did not hesitate to break this news to the public when the international subject award committee of Chief Examiners for all member countries reported that Nigeria's candidates' standards dropped from 34.24% for the overall performance to 17.50% and from 10.96% for the credit level passes, to just 5.14%. For each category, the results of candidates in 1983 were compared against those of 1985. Other organs such as Ahmadu Bello University (1985) and the University of Ibadan (1986) gave similar reports. The reports indicated a dissatisfaction on the sharp drop in students' performance in the English Language examination.

The drop in performance was attributed to a number of factors as follows: First, that there was the lack of text books. Secondly, that there was a shortage of English language teachers, thereby making non-English language trained teachers to teach English language. Thirdly, many parents exhibited non-challant attitudes toward the teaching and learning of English. Fourthly, teachers were left for months without their salaries, thus pushing them to abandon their work for an immediate means of livelihood. Finally, many classes were rather large for effective management.

It was stressed that a solution to these and other problems be found if the standards are to improve. The report stressed that teachers should be paid their salaries and other fringe benefits promptly. There should be adequate supervision of schools and adequate financial assistance to enable the schools to facilitate the smooth running of the schools.

1.2 Education Development In Sokoto State

Western education was brought to the then Sokoto province through Lord Lugard, in 1903, after conquering the people with his army of three hundred men. In

1905, he founded the first school, now known as Nagarta College. The school which had an initial intake of thirty students had not the full cooperation of the then Sultan, Abdul-Rahaman. The language of instruction was Hausa, the local language, while English was taught as a subject only. In 1909, another all-male school was opened at Birnin-Kebbi. The present government girls' college was opened in 1925. By 1960, there were only three secondary schools in the then Sokoto province. However, by 1981, the number of secondary schools rose to twenty two. By 1985, the number shot up to sixty-six. English was introduced as medium of instruction in 1960.

The first official statement on the role of English in the state was made in 1976 by the then governor of the state at the launching ceremony of the Universal Primary Education (UPE). He declared that the Late English Medium (LEM) would be adopted. In 1985, the government was very much worried about the sharp drop in the WASCE results. To this end, a committee was set up to find the causes and possible solutions to the problems. During its assignment, the committee identified some of the problems, among which include: the lack of qualified teachers to teach

English which often leads students to perform poorly in English language and other subjects. It was observed that government had stopped the usual supply of text books to schools, thus, contributing to the poor performance. Next, it was observed that parents in most parts of the state were sceptical about Western education in general, and on the use of English in particular. This scepticism contributed to the students' apathy to school work and hence the poor performance. Similarly, it was observed that most principals neglected the supervisory role of their schools. This led to lack of discipline among teachers. The last problem was on the lack of class room furniture in most schools.

Some of the recommendations were: that there should be regular refresher courses for teachers. Again it was recommended that a campaign be mounted to educate parents on the need to develop positive attitudes to Western education in general and the use of English language in particular. Lastly, principals were advised to be more dedicated to their school work more than any thing else.

1.3 Research Problem

The problem relating to student achievement in the WASC English language examination is of major concern to all, but in particular to those responsible for educating our youths. Most specifically, the issue concerning the relationship between sex, location and proprietorship and student achievement is another source of concern in recent times. Efforts have been made in both cases to find solutions to the problems. Prominent among these are the works of Williams (1981) Avoseh (1983) and Ogunlade (1984) to mention but a few.

The problem of this study is to marry the three variables sex, location and proprietorship and their relationship to student achievement in the WASC English language examination in Sokoto State. On location, the research seeks to establish the relationship between the location of a school (rural or urban) and student achievement in the English language examination. Simiarly, the research seeks to analyse the results of a co-education school according to sex.

On the proprietorship variable, the research attempts to analyse the results of candidates from a Federal Government College and those from a State Government College. Both Colleges are located in Sokoto

town.

1.4 Research Questions

The research sets out to answer the following questions based on the given variables:

1. To what extent do the English language results of females differ significantly from those of the males in a given co-educational and secondary school?
2. Do the results of candidates in Federal Government College differ, significantly from those of candidates from State Government College?
3. Does the achievement of candidates in rural schools differ significantly from those in urban schools?

1.5 Null Hypotheses

The following three null hypothesis will be tested:

1. The performance of students in rural secondary schools in the WASC English language examination does not differ significantly from the performance of students in urban secondary schools.

2. Federal government controlled secondary schools' results in the WASC English language examination do not differ significantly from the state controlled secondary school results in the same examination.

3. The performance of girls in the WASC English language examination does not differ significantly from that of the boys in the same co-educational secondary school.

1.6 Need For The Study

Much has been said about the variables of sex, location and proprietorship as they relate to student achievement in public examinations. Avoseh (1983) for instance, indicated that students in urban schools have little or no advantage over their rural counterparts because as he puts it, the latter are in no way handicapped on educational opportunities.

On co-education and student achievements in examinations, Ogunlade (1984) reported that co-education secondary schools provide more opportunities for healthy academic pursuit than single sex secondary schools.

Campbell (1964) contended that proprietors of schools have a great role in ensuring enhanced educational objectives. He said that where economic backing is given to school heads and where such heads ensure the judicious use or such money so expended on education, the level of student achievement was bound to be relatively high.

In view of these reports, the researcher is of the opinion that there is the need to provide empirical evidence on student achievement in the WASC English language examination using the three variables. Statistical tests on students' results in this subject are aimed at providing more information as to whether there is any significant difference in achievement among students, concerning these variables.

The study is further aimed at analysing the results credit wise so that empirical evidence is provided on any generalisation that may be made concerning the given variables. There is also the need to give the general public, statistical evidence on the pattern of student achievement in this subject.

1.7 Significance Of The Study

As this research is probably the first of its kind on schools in Sokoto State, it is of significance to researchers who wish to make a comparative study of the pattern of students' performance in the English language examination between boys and girls, urban and rural schools, state and federal schools, voluntary agency and government schools. The research will thus serve as pivot for similar studies in future. In this sense, the study is significant to researchers in education.

Educational policy makers at both federal and state levels will find this research useful in that they can draw educational policies along the tested variables or rethink their policies based on the findings of the research which will either negate or re-inforce the governments' stand as it relates to the variables. The governments may think of reinforcing the co-education schools for instance, if the results show that boys and girls in a co-education school perform well, in English language. Similarly, they may provide the necessary incentives to the rural schools, where they see that the products from such schools perform well in English.

Of course, parents who read projects of this kind will make up their minds on the schools to choose for their children based on the results of the tested variables.

1.8 Scope And Delimitation

This research is limited to secondary schools in Sokoto State that presented candidates for the West African School Certificate examination (WASCE) from 1981 to 1985. In addition, it is also limited to the candidates' English language results. The research is also limited to the variables of sex, proprietorship, location and the numerical strength of Sokoto State students admitted by the Joint Admissions and Matriculation Board (JAMB) through the Joint Matriculation Examination (JAME), into the country's universities.

1.9 Limitation

The major constraint of the study was the inability to gain access to the individual candidates' results. The researcher would have liked to analyse the results of candidates by their states of origin

in order to provide a picture of the state of the English language examination results by the candidates' state of origin. This was aimed at finding out the number of candidates from Sokoto State who passed English language for the five year period of study. This was not made possible and so he had to resort to the use of proportions.

1.10 Basic Assumptions

The followings are the researcher's basic assumptions:

1. That the West African School Certificate Examination in English language is a valid instrument for assessing secondary school students' English language performance.
2. That the West African Examination Council (WAEC), does not discriminate in the award of grades, irrespective of sex, location or proprietorship.
3. That the sample for the study is large and reliable enough for one to generalise on the given variables.

4. That candidates selected for the secondary school course fall within the same age range of 11 and 13 years stipulated by the New National Policy in Education (NPE) (1981).

1.11 Summary

This chapter is the pivot on which subsequent chapters revolve. It attempted to provide the necessary background to the study by taking a look at the English language in Education, vis-a-vis students' performance in this examination. The study looked at reports at both federal and state levels, in addition to the WAEC report on the nature of students' performance in this subject with particular emphasis on 1985 reports which caused serious concern on the state of the English language in schools in Nigeria. Variables such as sex, location and proprietorship were stated to enable the researcher investigate into the specifics of the performance in this subject. To facilitate this, assumptions, scope hypotheses, the significance and the need for the study were all stated.

Chapter 2

REVIEW OF LITERATURE

2.1 Introduction

This section is a review of works by various researchers related to the topic. The section attempts to present the report of the works of different researchers on the variables of sex, location, and proprietorship and present the findings on how these variables affect students' performance in the WASCE-English language or in other public English Language Examinations.

2.2 Performance Between Urban And Rural Schools' Candidates

The advent of the Universal Primary Education (UPE) saw the mass expansion of secondary schools at both the State and Federal levels. More schools were built in both the rural and urban areas. In Sokoto State, the advent of the UPE led to the opening of more rural schools than ever before. Some researchers were interested in finding out the extent to which the urban schools' candidates compared favourably with their rural schools counterparts in the WASCE.

One such research works that discussed this variable is that of Mikat et.al (1986) in the section of the effect of location on students' performance, they noted that students from rural schools of Plateau State did not compare favourable with their counterparts from urban schools. They noted that rural schools were grossly handicapped in terms of amenities such as accessible roads, water supply, teacher availability and clinics. They reported that these factors led to the difference in performance between the two categories. According to them, inspectors of education rarely paid visits to these schools because of the poor roads. On the other hand, it was easier for them to visit urban schools. Similarly, teachers were more concentrated in the urban schools to the detriment of the rural schools. They observed that students in rural schools wasted a lot of their time searching for water instead of spending such time on their studies. This accumulated time wastage led to the students' poor performance.

In a related development, Palu et.al (1986), undertook a study of some Gongola State schools with a view to finding out some of the factors that affected

the WASCE English Language performance of candidates between 1977 and 1983. They reported that of the 6,043 candidates that sat the WASC English language examination, only 22.1% passed. This percentage includes the number that passed at the credit level. The rural school candidates had an average of 15.9% from the 2,850 candidates that were presented for the examination. Although, both categories did not fare well in the examination, there is every cause to believe that candidates from urban schools achieved better results in terms of the percentage that passed the examination. Palu, like Mikat however, did not bother to investigate the number that had the credit level requirement for entry into the country's universities. Like Mikat, Palu attributed the difference in performance to the difference in the distribution of educational facilities.

In yet another development, Adelakun (1987) reported that rural schools in Oyo State are very much handicapped. He noted that these schools are dilapidated and grossly under staffed. On staff requirement, he stated that only about 10 - 35% is met; and that in subjects like English language and

Science, it was rare to get graduate teachers. He added that it was even a blessing to rural schools which are lucky to get the National Certificate in Education (NCE) teachers. Urban schools on the other hand, have between 60 to 75% of their staff requirements met. It was common to find as many as six or more graduate teachers of English in a school. On students' performance, he noted that most candidates who qualify for admission into universities and other institutions of higher learning, came from urban schools. He attributed the difference to difference in amenities much in favour of these urban schools.

In conclusion, he called on the President to incorporate the development of rural schools into the Directorate of Food, Roads and Rural Intrastructure (DFRRI) Programmes. The Directorate, he concluded could ensure that staff are posted and infrastructure is provided to the rural schools.

Abdulkadir (1975) observed that the attitudes of parents in Kaura-Namoda area of Sokoto State more than anything else, negatively affected students' performance in the WASCE. He reported that parents in this area showed a non-challant attitude to their

children's education, of the Western type. This negative or non-challant attitude was more pronounced in the rural areas of Kaura-Namoda than within the town itself. He linked this negative attitude with the learning of English which to most parents was synonymous with christianity or infidelity.

Hake (1970) also noted that the Hause communities of Northern Nigeria did not want Western education to the extent that teachers posted to the rural schools were often driven away by the villagers for what they referred to as the "corruption" of the moral values of youths. To these villagers, the teachers were sent to corrupt the moral values of their children through the white man's language-English. Very recently, however, the Chairman of the Nigeria Union of Teachers (NUT) Sokoto State chapter, implored the State Government to restore the allowance known as "bush allowance" to teachers posted to rural schools. In a Rima Radio programme, "Sokoto Diary", the chairman argued that the restoration of this allowance hitherto paid to teachers posted to rural schools, would boost the moral of teachers in these schools as this would ensure better students' performance in public examinations. He remarked that in the past, the allowance had helped to induce teachers in rural schools to put in their best and this yielded fruitful results. He stressed that it is only when these teachers

are encouraged that any positive attitudes from the rural schools' staff to teaching would yield fruitful results. He concluded that it is only when these teachers are paid such allowances that any meaningful results from the rural schools can be obtained.

Avoseh (1983) however, seemed to hold a contrary view on the rural-urban school dichotomy. He reported that in the African context, the school is often an 'Ivory Tower' far removed from the society within which it is located. For this reason, he said that any difference in public examinations should be seen from the point of view of the school climate and not the environment in which it is located. By school climate, he means conducive learning opportunities by administrators. This implies that schools, especially those in the rural areas are given amenities that may not be available to the areas they are located such that learning is not handicapped by the absence of such amenities.

2.3 Performance Between Boys And Girls

Educationists, the world over, reported the significant affects that sex differences have, upon learning. Majority of these educationists have

indicated that teachers should always take cognisance of the sex differences in teaching boys and girls so as to enable them provide for differences in educational development. A few argue that both sexes be taught in separate classes in order to cater for the differences.

While a good number of Federal schools are co-educational, the Sokoto State schools have largely single sex schools. What educationists have not made clear, is whether the all-girls' schools perform better than all-boys' or vice-versa, in public examination. On co-education, Kolesnik (1970) reported that Lyles (1966) a school principal, in a Virginia elementary school in the U.S.A. indicated that parents and teachers were "whole heartedly" in favour or either all-boys or all-girls' school. In his school which was co-educational, girls were separated from boys for instructional purposes. He reported that there was a significant difference in the performance in examinations between the boys and the girls, in favour of the boys. According to the author, there was no published report on this.

Similar programmes in Colorado, California, Maryland in the U.S.A. among others, have been pronounced successful by school principals, teachers, students and

parents involved, but here again, solid evidence was not made available. In a related study, Fahrner and Cronin (1963) have described an experimental programme in which boys and girls were separated for instruction in junior high English and History. Although they drew no definite conclusions from the experiment, and made no general commendations, they reported that the single sex classes' behaviour problems were fewer, students were more relaxed and discussion was less inhibited than in conventionally grouped classes.

Tuko (1982), made an attempt to find out the attitudes of parents to grouping boys and girls together, for instructional purposes. Two of his questions in the questionnaire administered to fifty parents read thus:

1. Do you subscribe to your boys and girls being taught in the same elementary school class? Yes/No. If no, why not?
2. Would you prefer a single-sex school for your boys and girls at post-primary level? Yes/No If No, Why not.

Twenty-eight of the fifty respondents preferred single-sex schools, at the post-primary level. Some argued that their religion (Islam), was opposed to co-education beyond the elementary school level and hence their strong support for the single sex schools. At the elementary school level, all the respondents were in support of the co-education school system. A few other who were opposed to the co-education system beyond the elementary level, argued that it would create room for the boys to put the girls in the family way thereby putting to a halt, the education of such girls. Twenty-four of those who did not see anything wrong with co-education argued that the children will grow up to understand one another better.

Language-wise, many research studies have revealed that there is some difference in language performance between boys and girls. Some of these studies reported that the difference is largely maturational. Others said that it is cultural or environmental. A few contend that it is hereditary. Chomsky (1965) said that children the world over, acquire their mother-tongues or first language syntax between the ages of twelve to sixty months of birth.

To begin with, Davis (1937) noted that boys diferred from girls in language use. He reported that in nearly every phase of language studied, girls were found to retain a level of superiority over boys. This level of superiority could be observed from the pre-school period of the children up to the time they are nine and a half years old, he added. He particularly noted that girls were superior in word usage and length, complexity and grammatical correctness of sentences. He concluded that the difference was largely hereditary.

In related-developments, Gallagher (1948) and Sheridan (1948) both stress that girls' superiority in language is hereditary. Sheridan reported that girls, even those of lesser intelligence have a superior language sense. Williams (1975) on the other hand, reported that girls' superiority over boys was largely maturational. This conclusion was drawn from a study he undertook of some pre-university boys and girls on the difference, there is, between the two sexes, in reading ability. He observed that the girls showed their superiority over boys in their ability to understand and interpret short stories.

They also excelled in their character evaluation of events and situations in stories. Boys on the other hand, demonstrated a greater tendency to express narrational reactions and to misinterpret factual details. He concluded that the difference was largely maturational as boys and girls mature at different ages. On this note, Wilkins (1971), noted that girls used more personal pronouns than boys and less slangs. Boys were noted for the use of slangs than girls. This use of slangs helped to worsen the language performance among boys, he reported. He concluded that maturational difference helped to explain the difference, in the use of language. Similarly, Jackson (1969), reported that adolescent girls taking examinations in English language in the United Kingdom (U.K.), produced higher grades than adolescent boys. He also attributed the difference partly to heredity and partly to maturation or both.

Johnson (1973) taking a cultural or environmental stand, undertook a comparative study of four English speaking countries as follows: Nigeria and England, and Canada and USA. In his study on Canada and USA, he noted that girls performed better than boys in reading. The reverse was true of England and Nigeria where boys

performed better. He attributed the difference in results to differences within the schools. He noted that in Nigeria and England, male staff dominated the teaching profession while the reverse was true of USA and Canada. The difference in the staffing (sex-wise) of the schools between the two pairs of countries studied, helped more than anything else, to account for the difference in performance. The argument was based on the grounds that each category of staff male and female, played influential roles to the advantages of their sex. This then means that male teachers provided models more to the advantage of male students than the female students, in the case of Nigeria and England while female staff did a similar thing in USA and Canada. He concluded that the difference was largely cultural or environmental. He however cautioned that this difference was not significant enough to warrant grouping elective classes in high schools.

Williams (1981), undertook a research on a similar aspect, on the effect of sex difference on reading performance. The results of his study indicated that a greater proportion of the girls showed a higher degree of the command of English than boys and

concluded that the superiority of the girls over boys was either environmental or maturational. Abdullahi (1984) reported that girls would perform better in the WASCE English if they are taught by female staff. From the response she obtained, about sixty percent (60%) of the students preferred that female staff teach languages. Thirty-four percent (34%) of them said that it did not really matter who taught them. They argued that what really mattered was a positive attitude to language.

Smith et.al (1977) this time, combined the maturational, hereditary and environmental variables and argued that all have effects on performance, sex-wise. They reported that by the twentieth month of life, girls show more superiority in the production of speech sounds than boys and attributed this difference to heredity. Writing on reading readiness and reading achievement, they said that it is an unquestionable fact that girls are superior to boys. On this note, they explained that the difference is attributed to either maturational factors or environmental or both. On the maturational factors, they stated that separate mental age norms are designed for boys and girls based on their maturational difference. The environmental difference they said, was based on research findings

on German school children. In Germany, they reported that the teaching staff were predominantly male even at the primary level. Boys were therefore associated with greater gains in reading achievement than girls. As individuals, neither the boys nor the girls could be said to be higher than the other, in reading achievement, they concluded. They, thus called upon the practising teacher not to group the students by sex for teaching purposes but to strive to cater for the individual child. This report tallies with Johnson's.

In Word Association Test (WAT), girls as a group were seen to perform better than boys also as a group by Palermo and Jenkins (1965). They grouped the children according to sex and each group was to provide experience according to their experiences or associations. Girls were seen to produce more common responses to the words than boys. An example in question was over the word table on which it was observed that girls provided a more common response to the word than boys.

Ogunlade (1984) is of the view that co-education post-primary schools were a major influence in socialisation. He said that these schools are a min-societal setting as societies comprise of male and

female, living together in peace and harmony. Co-education schools therefore provide a good training for this. Boys and girls are socialised, to meet societal demand. Although he drew no definite conclusions on the academic performance of co-education schools vis-a-vis single sex schools, his contention was that co-education schools provide more opportunities for health academic pursuit, than single-sex schools. He concluded by suggesting to the Niger State Government in particular and other state governments in general, to provide more co-education schools since according to him, the primary objective of the schools is to expand the roles of families. This research however, did not say anything about male and female performance, either as groups or as individuals.

2.4 Attitudes To English And Educational Development Among Boys And Girls

Attitudinal studies had been largely attributed to psychologists not until the early sixties when this was incorporated into language study notably by the sociolinguists and psycholinguists. In languages study, it has been observed that attitudes (negative or positive) influence in no small measure, students' performance in language. Lambert et.al (1960),

carried out a research in Ontario and Quebec on attitudes to language and language learning. They noted that meaningful learning and teaching take place only when favourable attitudes are displayed by students.

Similarly, McNamara (1973) conducted an extensive research to see if there is any correlation between liking the speakers of L_1 and attitudes of L_2 speakers of English in Ireland. He found that there was a low correlation between liking the speakers of L_2 and attitudes of L_2 speakers of English. On the same note Cooper and Fishman (1974) asked the following questions concerning language attitudes.

1. For what reasons do these learners require English?
2. What are the learners' feeling towards the language in question?
3. For what contexts do the students feel particularly well suited?
4. What are the attitudes of the students towards L_1 speakers of English?
5. Do students have any positive attitudes to the use of English outside the classrooms?

These five questions were asked of sixty-five new entrants into a secondary school in Jerusalem, in 1973. Except for questions three and five most of the students answered the rest of the questions positively. For question three, the general response was that they felt particularly well suited in the school environment. Most of the students showed that there was hardly any positive attitudes to the use of English outside the classroom.

In what looked like the above research, Madugu (1977) noted that both parents and students in Sokoto State had negative attitudes to Western education. From the response to his assumptions (sic) on the influence of the home and "culture" 72% of the students indicated that most parents in Sokoto State had a negative attitude towards Western education. They said that most parents saw going through this type of education system as detrimental to the moral and spiritual development of their children. The researcher's question: (sic) "Most of Sokoto State had a well established culture with a system of education based on Arabic and Islamic culture before the British came" had 45 students answering in the affirmative too. This item stated that most parents in Sokoto State saw going to western education schools

as detrimental to the moral and spiritual development of their children. In general, he noted that most parents in the state had little or no interest to their children's education, as far as western education was concerned. For this reason, the students had little or no motivation to learn.

On the issue of interest and motivation, Cooper and Fishman (1979) stressed that unlike Arabic which is a language of religion, English, French, Hausa, German, Fakkanci; Yoruba, Igbo and other languages of the world, do not have the facility to spread for just religious reasons. They noted that Arabic is the only world language that is sanctified such that the practice of Islam is inseparable with the knowledge of the language. They went further to say that the religious composition of any locality may serve as a kind of mediating variable with respect to the spread of a L_2 or foreign language (FL). Bakura (1982) indicated that in Gusau local government area of Sokoto State, the people's perception of Islam has led to the low level of female education. He reported that people are strongly opposed to the education of women on the grounds that their being educated most often led to their being unislamic. Saeed (1980), also reported that the people of Sokoto metropolis were

opposed to the education of women on similar grounds. He particularly reported that the people claimed that educated women never dressed Islamically, in public.

Yousef (1974) who undertook a study of Egypt, Iran, Libya and Morocco reported that in these countries, there is a high degree of illiteracy among the women folk and attributed this difference to sex roles. He reported that because women are only expected to do the household job of house keeping and general etiquettes, not much encouragement is given to their education. The rate of illiteracy is as high as 81.94%, he reported. The women on the other hand show little or no interest in Western education. This could be attributed to societal expectations on them. The menfolk on the other hand a much lower rate of illiteracy.

In a related development, Whitefield (1979) reported that girls even at younger age perform better than boys in language use and traced the difference to 'stereo-type' expectations. He reported that while girls were expected to play roles designed to be feminine, boys were expected to be masculine in their behaviour. Boys were expected to be athletic and excel in fields that exert energy while

girls were expected to be more versed in child rearing and etiquette. These differences were manifested in their interests such that girls were seen to excel in the field of language manipulation between nine and twelve years of birth. Smith (1977) reported that in the developing countries of Africa and UAE and to a lesser extent Latin America, male literacy dominates and the reason given is that males had more access to school than females. This difference in access to the school is cultural he concluded.

2.5 Performance At State And Federal Levels In The WASCE

Educational development is the concern of both the State and Federal Governments. At the primary and post-primary levels, each State Government has its own schools while the Federal Government also has some. Those of the Federal Government are known as unity schools where the composition of students reflect a Federal pattern with all the States having a representation of students. The State schools on the other hand tend to cater more for the indigenes of the State than any other State. For this reason,

the composition of the students tend to be more of the state indigenes with only a few, if any, coming from other parts of the federation. The management and financing of these state schools is the responsibility of the various states while the management and financing of the unity schools is entirely the responsibility of the Federal Government.

On this issue of educational development at both State and Federal levels, the Secretary, National Educational Research Council (NERC) (1974), not only highlighted a number of problems that hinder better educational development in Nigeria, but also suggested ways of improving the quality of education at both levels. He contended that a body like the NERC, given the right staff, is well placed to cut down wastage and minimise unnecessary duplications and develop well established lines of communication between the NERC on the one hand and other educational systems on the other. Justifying the existence of the body, the Secretary went on to say that although every State Ministry of Education in the Federation is autonomous on issues relating to educational responsibility (financial and administrative), only a few states make any co-ordinated attempt at making

innovations. To this end, he argued that the Federal Government through the NERC can succeed in promoting teaching and learning. He concluded by saying that bodies similar to the NERC in other countries have helped in the promotion of education. Such bodies cited include SCHOOL COUNCILS IN ENGLAND AND WALES, and many educational research centres in the United States.

Writing on the roles of the Ministries of Education, Orlosky and Smith (1978) said that all States have primary objectives of expressing public expectations such as accrediting criteria, standardized tests and local school policy. When the school fails to provide the standards expected by the public in examinations, objections are raised and pressure is mounted by the various Ministries of Education, the legislators and the like. An example of this is the general out-cry by government and members of the public at both State and Federal levels, in 1985 over the performance by students in the May/June WASCE of 1985. In view of this, both the Federal and Sokoto State Governments set up committees over the poor results by candidates that year. Some of the possible causes of the poor results highlighted by both

committees are as follows: First, that teachers' fringe benefits were either not paid at all or that they were always paid in arrears and this led to their general apathy to teaching. Secondly, they also observed that there was a mass exodus of teachers from the teaching field especially the expatriate staff which resulted in the wrongful assignment of teachers to subjects other than the ones they were qualified for. Thirdly, that there was in general, non-challant attitude by parents over their children's education which resulted in the children's poor attitude towards work. The fourth and fifth points concerned the mass opening of schools by politicians for purely political reasons without due consideration to staff strength as well as the lack or inadequate supply of classroom furniture. The final point centred on the lack of supervision of schools by school heads and inspectors of education which resulted in the lack of adequate teaching by the staff. All these cumulative factors were the source of the poor standards, they concluded. In relation to political influence, Orlosky and Smith highlighted a number of factors that influence, the performance of schools as follows:

1. What the schools 'must' do
2. What the schools 'are not allowed' to do
3. What the schools 'know enough' to do
4. What the school resources 'make it possible' for the schools to do
5. What the schools cannot control.

On what the schools 'must' do, they argued that the curriculum must express public expectations for the state on all issues relating to education. These expectations may vary from one state to the other and from the Federal to the State Governments. The second point explains the constraints of the school in deciding what should be included and what should not be included in the curriculum. Such constraints could be the banning of sex education and other things the state might consider a taboo. They cited the case of German where according to them, schools in the United States were not allowed to teach German, during the Hitler regime. Similarly, Gulma (1979) pointed out that the teaching of English especially in the rural schools of Sokoto State was greatly resisted by parents to the extent that the use of English outside the school environment did not receive any encouragement. People were generally hostile to those who attempted to use English outside the school to the extent that

the general response to those who spoke English to these rural dwellers got the reply "ba turanci". This translates to mean 'don't undetstand English.' These Hausa rural dwellers did not just mean that they did not understand English. They generally meant that they had no liking for it. The third factor explains that the performance of students in public examinations largely depends on both the size of the existing knowledge base and the ability to provide effective instruction. Again, they said the teaching profession, like other professions, is limited by its ignorance such that even those not professionally trained for the job are found in it. They stressed that unless the teacher is both sound in content and methodology, the task of educating the child cannot be possible. Pedagogical knowledge, is necessary to know the proper sequence and best explanatory language to use with different pupils with varying learning abilities, to effectively bring about meaningful learning.

The fourth factor shows that schools are imperfect institutions that operate with limited budgets, crowded classrooms, inadequate materials and sparse learning facilities. All these factors limit the schools' teaching potential. On the other hand, the available

resources also determine what content the school will include. In every school, the programme of academic activities is framed by its resources and the ingenuity with which those resources are used. This accounts for why it is possible in some schools, for students to combine both sciences and arts while it is not possible to combine the two fields, in the others. Furthermore, even in schools where both facilities are available, the proper use of the facilties for maximum benefit of the students depends to a large extent on the authorities of such schools. Effective supervision and prudent management of resources is bound to yield fruitful results. The fifth and final point pointed out that schools are often given the ardous tasks of off-setting the draw-backs of improverished homes, social integration and highway wreckage. These people remarked that the American people have faith in the schools' ability to over come these problems. However, schools cannot be mandated to accomplish the impossible any more than the legislators can repeal the law of gravity. In essence, the performance of students is a function of the school, the home and the entire society.

Writing on Frame Factors and Instructions, Orlosky and Smith (1978) contended that these frame factors play important roles in any learning process. The paradigm of these factors reads thus: Frame factors-teaching process-learning outcome. The frame factors comprise aspects given in the curriculum, time available for instruction and composition of the class according to the time different pupils need to reach a certain goal. Such aspects given in the curriculum are the goals prescribed by any proprietor which determine the content of the material for instruction. By time availability, it is meant the time available for instruction as this determines how much can be learnt at any given time. This means that where the school calendar is punctuated by too frequent holidays, not much work will be done. Lastly, the composition of the class explains how far each pupil can gain in the class. They concluded that the outcome of the teaching process is limited by the inter-relationships of frame factors.

Campbell (1964) wrote on the control of American schools. In a sub-title 'School control', he outlined the effects of school control on the performance of students in examinations. By this title, he meant

more than just the legal control. He meant influence. He examined over 30,000 school districts in the US schools. Each district had 1,000 high schools. The research was to find out who controlled the schools: the Boards, the administrators, the teachers or the citizens. He looked at the nature of control from the states for all the states in the US and concluded that each state has some element of control in the school within it. Discussing the society and the school, he stressed that some societies have faith in the school while others have strong tradition of localism. Both localism and faith are imbibed by the American people, he said. For this reason, therefore, the Federal Government has limited power over the schools while other powers are reserved for the State or the people. On economic resources, he contends that schools require economic support and argued that money expended on educational programme is the best single index of quality. Uneven distribution of economic resources may lead to variance in the level of expenditure among school districts depending on the resources available to the district, and the number of pupils to be educated by the district. There is an interdependence between the level of education and

economic resources, he added. This probably explains why governors in Nigeria always agitate for the review of revenue allocation to the States.

2.6 Summary

This chapter reviewed the works of other research studies on the three variables of location proprietorship and sex. On location, many research studies indicated that rural schools were often ill-equipped, lacked access roads, lacked good water supply and electricity among others. They reported that these helped to account for the children's poor performance in such schools. One of the research studies on the urban-rural dichotomy, indicated that the African situation tends to take care of rural schools as these schools are given the basic necessities such as water and electricity to enable them to function properly. A few other research studies focussed on the attitudes of the learner, his parents and the entire community around him to the learning of a second language. The research studies have indicated that some communities, the non-challant attitudes were pronounced in the rural areas than in the urban areas.

On the sex variable, research studies have revealed that the difference in language performance between boys and girls are largely either cultural or environmental or maturational and to a lesser degree, religious. The point to deduce from these studies is that most agree that girls as a group perform better than boys as a group, in language achievement. The word of caution thrown is that the difference is not significant enough to warrant the separation of boys and girls for instructional purposes. As individuals, neither was better than the other. Girls are reported also to have a better command of English than boys even at the early stage of their development. On a very sad note, it was observed that the religious factor has helped to show why in some areas, there is a high degree of female illiteracy. However, research studies explained that although the reasons were associated with religion, the reality is that ignorance more than religion resulted into such reality.

Considering the proprietorship factor, political and economic factor account for the difference more than anything else. It was also indicated that proper management of resources by proprietors also helped to explain the difference in performance.

Chapter 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter attempts to specify the population for the study; the sample for the study; the procedure for drawing the sample; procedure for testing the stated hypotheses in chapter one; and procedure for the data collection and analyses.

3.2 The Population For The Study

The population for the study consists of all secondary school candidates that attempted the West African School Certificate English language examination between 1981 and 1985. The candidates are drawn from the twenty-three secondary schools in the State, that registered for the School Certificate Examination. Of this number, one school which is co-educational is a Federal Government Institution while the remaining twenty-two schools, which are single-sex schools are State Government owned. A few of these twenty-two school are rural schools while the rest are urban schools. Altogether, fifteen of these schools

including the Federal Government College, are urban schools while the remaining eight schools are rural schools.

3.3 The Sample For The Study

It would have been most appropriate to cover the entire population for the study but this was not possible due to many constraints such as time and money; hence the choice of a sample. The first variable for this study, was drawn using the stratified random sampling method. The stratification attempted to cover the variables of special interest in this study. Based on the hypothesis, the population was stratified into rural and urban schools. From each group, a sample was randomly drawn comprising five rural schools and five urban schools. This takes care of the rural-urban dichotomy. As for the male-female hypothesis, the Federal Government College was specially selected due to the following factors: First, it is the only co-educational school that presented candidates for the (WASCE) English within the period of study. Secondly, with this choice, a number of moderator variables have been kept under control. This accounts for the homogeneity of staff,

students and infrastructural facilities. The third variable comprises of one Federal Government school and one State school. Both are urban schools and this caters for homegeneity in location. For the urban-rural schools hypothesis, five rural schools were randomly drawn to compare with the four urban schools. The fifth urban school is the Federal Government College, which was used for the male-female hypothesis as well as the Federal-State hypothesis.

3.4 Procedure For Data Collection

The data for this study are the results of all the candidates that attempted the WASCE-English during the years 1981 to 1985. These results were further sub-divided into the credit level passes and the over-all performance passes. The credit level passes consist of passes in grades one to six (1-6) while the over-all performance passes consist of passes in grades 1-8 one to eight (1-8). Although there appears to be an overlap in grades 1-6. This overlap is unavoidable because grades 1-8 indicate the over-all total number of candidates that were successful in that examination while 1-6 indicate only the candidates that qualified for entry into the country's

universities and other institutions of higher learning. It can be recalled that elsewhere in this project, mention was made of the English language requirement for the would-be under-graduates.

To collect the data therefore, the researcher used his research permit which enabled him to collect the data from the Federal Government College, Sokoto and the Sokoto State Ministry of Education.

3.5 Procedure For Analyses Of Data

The collected data comprised of students' results from urban and rural schools; results from male and female students of the Federal Government College, Sokoto.

Altogether, three hypotheses were stated for testing the variables as follows; urban and rural schools; state and Federal schools and male and female results. The collected data were analysed using the Z statistic at 5% level of significance. The Z statistic tested results of candidates in

grades 1-6 as well as those in grades 1-8. The critical value of Z was then read against the calculated Z with a view to rejecting or not rejecting the stated null hypotheses.

Chapter 4

RESULTS, ANALYSES AND DISCUSSION

4.1 Introduction

This chapter contains the results, analyses and discussion of the data collected for the study. In all, three hypotheses were tested on the data collected. The hypotheses sought to compare three variables used for the study as follows: urban versus state rural schools; Federal versus State schools and female versus male students. The Z statistic with the formula:

Ho : $P_1 = P_2$ was used. P_1 represented the first variables in each pair of variables for each of the three hypotheses tested, while P_2 represented the second variable. Ho is the null hypothesis while H_1 is the alternative hypothesis.

4.2 Results And Analyses Of Data

This section presents and describes the results of the analysed data, as follows:

Table 4.1 Comparative English Language WASCE Results by Location by Year

Year	Grade	URBAN			RURAL			Z-CAL
		No. Passed	No. Sat	Proportion Passed	No. Passed	No. Sat	Proportion Passed	
1981	1-6	22	365	0.06	7	256	0.03	1.6
	1-8	77	365	0.21	25	256	0.10	3.68*
1982	1-6	24	591	0.04	7	363	0.02	2.22*
	1-8	73	591	0.12	35	363	0.10	1.0
1983	1-6	36	661	0.06	25	442	0.57	-0.14
	1-8	125	661	0.19	91	442	0.21	-0.80
1984	1-6	52	884	0.06	44	756	0.06	0.0
	1-8	290	884	0.33	113	756	0.15	8.18*
1985	1-6	8	678	0.12	4	413	0.10	0.31
	1-8	55	678	0.08	10	413	0.02	4.0*

* Significant at 5% level

Source: Ministry of Education, Sokoto Examination Section 1988

In Table 4.1 on page 49, are the computed scores of the performance of students from urban rural state schools. The computed scores by grade, by year showed that students in urban and rural schools in general, performed poorly and that the results declined yearly from 1981-1985 save for one or two isolated cases. Students with credit passes from urban schools were twenty-two (22) representing six percent (6%) of the total number that passed. Their counterparts from the rural schools had just three percent (3%). In 1982, 1983, 1984 and 1985, urban schools had 4%, 6%, 6% and 12% passes at the credit level respectively while rural schools had 2%, 57% 6% and 10% passes also the credit level respectively. The over-all passes for the same period, for urban schools were 21%, 12%, 19%, 33% and 8% respectively while the rural schools scored for the same period, 10%, 10%, 21%, 15% and 2% respectively. The Z calculated at 5% level of significance indicated as can be seen on the same table, that the null hypothesis be rejected in 1981, for the over-all grades, and in 1982 for the credit pass grades and in 1985, for the over over-all grades.

Table 4.2 Comparative English Language WASCE Results by Proprietorship by Year

Year	Grade	FEDERAL			STATE			Z-CAL
		No. Passed	No. Sat	Proportion Passed	No. Passed	No. Sat	Proportion Passed	
1981	1-6	42	88	0.48	15	117	0.13	5.6*
	1-8	82	88	0.93	42	117	0.34	13.1*
1982	1-6	59	105	0.56	5	168	0.03	10.6*
	1-8	95	105	0.91	22	168	0.13	8.0*
1983	1-6	73	148	0.49	18	205	0.09	8.0*
	1-8	120	148	0.81	38	205	0.19	11.5*
1984	1-6	64	136	0.47	21	238	0.09	8.4*
	1-8	110	136	0.81	101	238	0.44	6.9*
1985	1-6	45	161	0.28	3	122	0.03	5.7*
	1-8	95	161	0.59	12	122	0.10	8.4*

*Significant at 5% level

Source: FGC Sokoto Records 1988

The second table (Table 4.2) on page 51 shows the comparative performance between a Federal secondary school and a State secondary school. Both schools are located in the State capital. The Federal secondary school had 48%, 56%,49%, 47% and 27% in 1981, 1982, 1983, 1984 and 1985 respectively, while the over-all performance was 93% (1981), 91% (1982), 81% (1983), 81% (1984) and 59% (1985). That of the State secondary school at credit level was 13% (1981), 3% (1982), 9% (1983), 9% (1984) and 3% (1985), 19% (1983), 44% (1984) and 10% (1985). The Z calculated indicated that the null hypothesis be rejected for all the tests.

The third table (Table 4.3) on page 54 shows the results of the computed test on female and male students' performance in a co-education secondary school in the State. The results indicate that the female students had the following passes at credit level: 58% (1981), 24% (1982), 27% (1983), 42% (1984) and 17% (1985). They also had the following results in the grades 1-8 passes: 100%, 72%, 84%, 75% and 60% in 1981, 1982, 1983, 1984 and 1985 respectively. The male students on the other hand had 46%, 66%, 59% and 31% in 1981, 1982, 1983,

1984 and 1985 respectively at the credit pass level. The grades 1-8 passes were 92%, 96%. 80%, 83% and 59% in 1981, 1982, 1983, 1984 and 1985 respectively. The Z calculated however indicated that the null hypothesis only for 1982 and 1983 be rejected at both the credit and over-all pass levels.

Table 4.3 Comparative English Language WASCE Results by Sex by Year

Year	Grade	FEMALE			MALE			Z-CAL
		No. Passed	No. Sat	Proportion Passed	No. Passed	No. Sat	Proportion Passed	
1981	1-6	7	12	0.58	37	76	0.46	0.77
	1-8	12	12	1.0	70	76	0.92	1.0
1982	1-6	6	25	0.24	53	80	0.66	-3.69*
	1-8	18	25	0.72	77	80	0.66	-3.66*
1983	1-6	12	44	0.27	61	104	0.59	-3.56*
	1-8	37	44	0.84	83	104	0.80	0.57*
1984	1-6	15	36	0.42	49	100	0.49	-0.72
	1-8	27	36	0.75	83	100	0.83	-1.05
1985	1-6	5	30	0.17	40	131	0.31	1.54
	1-8	18	30	0.60	77	131	0.59	0.10

*Significant at 5% level

Source: FGC Sokoto Records 1988

Table 4.3 on page 55 shows a summary of all tested variables.

In this table, all the results of the tested hypothesis were summed up. The asterisks in each column imply that the null hypothesis for that variable was rejected. Thus, in the urban versus male column. The Federal versus State column had asterisks all through it. This implies that while only four tests each in the location and sex variables were rejected, all the ten tests in the proprietorship variable were rejected.

4.3 Hypothesis Testing

4.3.1 Hypothesis 1

In this study an attempt was made to show the relationship there is, between the location of schools and students' performance in the English language WASCE performance. "The performance of students in rural secondary schools in WASC English language examination does not differ significantly from the performance of students in urban secondary schools", is in the null hypothesis.

Table 4.4 Summary of the Results of the Tested Variables

Year	Grade	Urban vs Rural	Federal vs State	Female vs Male
1981	1-6		*	
	1-8	*	*	
1982	1-6	*	*	*
	1-8		*	*
1983	1-6		*	*
	1-8		*	*
1984	1-6		*	
	1-8	*	*	
1985	1-6		*	
	1-8	*	*	

* Ho Rejected at 0.05 Level

As shown in Table 4.1 (page 49), the tests conducted indicated that there was significant difference in performance between the two variables in four of the ten tests.

4.3.2 Hypothesis 2

The hypothesis: "Federal Government controlled secondary school results in the WASC English language examination do not differ significantly from the state controlled secondary schools results in the same examination", was tested and the results in table 4.2. (page 51) show that there were significant differences in all the ten tests conducted.

4.3.3. Hypothesis 3

The hypothesis: "The performance of girls in the WASC English language examination does not differ significantly from that of the boys in the same co-educational secondary school' was also tested and the results indicated as seen in table 4.3 (page 56) that there were significant differences in 1982 and 1983 only. For each of the three hypotheses, the Z statistics was used, at 5% level of significance.

4.4. Discussion

The findings of this study indicated that the performance of students in the English language WASCE was generally poor especially at the credit level pass. Even the proprietorship that showed significant differences throughout the ten tests did not provide encouraging results either. What was remarkable here though was that the results of the Federal school were consistently higher than those of the State school.

The location variable was not a significant factor in determining students' differential performance at the credit level. This implies that unlike the propreitorship variable, the location of a school did not help to explain which category of school produced a greater number of students with the credit pass requirement, for university admission. Like the location variable, the sex variable did not help to explain if girls had the greater propensity to obtain the credit pass requirement for university admission requirement, than boys. Save for only 1982 and 1983, all the other years indicated a no difference in performance. In these two years, boys were seen as a group, to perform better than girls also as a group.

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The study is a survey of educational development in Sokoto State vis-a-vis the students' performance in the English language school certificate examination over a period of five years beginning from 1981. To facilitate the study, three hypotheses were propounded as follows: location, proprietorship, and sex. For each of the three hypotheses, tests were conducted to find out the extent of the significant difference between each of the two variables. Thus, for the tests on location, attempts were made to compare the rural and urban state schools. Similarly, tests were carried on the significant difference there is, between the State and the Federal schools. This was for the hypothesis on proprietorship. The tests sought to find out if proprietorship was a factor in determining students' performance in the WASCE-English. The sex variable sought to find out the significant difference there is, in the performances of boys and girls in a given co-educational institution at

the post-primary level.

The results of the hypothesis on location as shown in Table 4.5 indicated that location had little or no effect on the performance of students in the school certificate English language examination. Six of the ten tests conducted, indicated that the hypothesis should not be rejected. Similarly, the sex variable was not of any significance in determining students' performance in this examination. Six of the ten tests indicated that the hypothesis should not be rejected. The proprietorship variable on the other hand showed that the hypothesis should be rejected throughout the ten tests conducted.

5.2 Conclusion

In view of the findings presented in the previous chpater, the following conclusions were drawn: First, that the location of a school, rural or urban does not significantly affect students' performance in the school certificate English language examination. Similarly, the test on the sex variable has led the researcher into drawing of the conclusion that boys

and girls in a co-education institution perform equally well.

The proprietorship variable indicated that the performance of the Federal Government College Students differed significantly from the State College students' performance, for all the years. The proportions of passes from the Federal school students' were much higher than the State school students. From the tests therefore, the conclusion was drawn that the two categories of students differed significantly in the English language examination performance.

Although, no tests were conducted for the number of students in some Nigerian universities, the number is a reflection of performance trend in the English language examination. This reflection shows to some degree, the extent to which the performance in the language examination has affected educational development beyond the school certificate level.

5.3 Recommendations

The following recommendations are made:

1. That the Government of Sokoto State improves on the management of its' schools to achieve better results on student achievement in English language examinations.
2. That the Federal Government in general and the Federal Ministry of Education in particular, maintains as many co-educational schools as possible since this research study show that both the male and female students performed alike, in the English language examination. The researcher has cause to say that co-education schools be retained.
3. Since the Federal Government College candidates, achieved better results than the State Government College students, it is recommended that the Sokoto State Government do all within its limited resources, to enhanced the performance of her students in the English language examination.

4. As the rural and urban school candidates performed relatively the same, the Sokoto State Government is again advised to maintain the two categories of schools with the usual facilities provided to the schools.

5.4 Recommendation For Further Research

Since no single research can answer all the questions in a research study of this kind, this research study does not pretend to provide all the answers to the questions related to the relationship between the given variables and student achievement in the WASC English language examination. For this reason, the researcher would wish to recommend that future research study should cover factors like the cultural background of the candidate and the socio-economic status of his parents not covered by this research.

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APPENDIX A

LIST OF SECONDARY SCHOOLS THAT PRESENTED CANDIDATES FOR ENGLISH LANGUAGE WASCE 1981-1985

1. Government Girls College, Sokoto
2. Government College, Sokoto
3. Ahmadu Bello Academy (ABA) Sokoto
4. Government Secondary Technical School, Farfaru, Sokoto
5. Kanta College, Argungu
6. Government Science Secondary School, Gusau
7. Government Girl Secondary Schoo, Talata-Mafara.
8. Government Secondary School, Shinkafi
9. Government Science Secondary School, Yabo
10. Government Science Secondary School, Birnin Kebbi
11. Government Girls Secondary School, Illela
12. Government Secondary School, Kaoje
13. Government Secondary School, Kamba
14. Government Science Secondary School, Yauri
15. Government Secondary School, Tangazza
16. Government Secondary School, Koko
17. Government Secondary School, Gummi
18. Government Science Secondary School, Zuru
19. Government Girls Secondary School, Kotor-Koshi
20. Government Secondary School, Anka
21. Government Secondary School, Kaura-Namoda
22. Government Secondary School, Gwadabawa.

Source: Statistics Section, Ministry of Education, Sokoto. 1988.

APPENDIX B

FEDERAL GOVERNMENT COLLEGE, SOKOTO ANALYSIS OF ENGLISH LANGUAGE WASSCE RESULTS BY SEX: 1981 - 1985

	No. Sat		GRADES 1 - 6		1 - 8		9		No. Passed		% Pass		Total No. Sat	Total No. Passed	Percentage Pass
Year	M	F	M	F	M	F	M	F	M	F	M	F	M&F	M&F	M&F
1981	76	12	35	7	70	12	6	0	70	12	92	100	88	82	93.2
1982	80	25	53	6	74	21	6	4	74	21	92	96	105	95	90.5
1983	104	44	61	12	83	37	21	7	83	37	80	84	148	120	81
1984	100	36	49	15	83	27	17	9	83	27	83	75	136	110	81
1985	131	30	40	5	80	18	54	12	80	18	61	60	161	95	59.0

NB: M = Male
F = Female

1-6 Credit pass
1-8 Over-all pass
9 Fail

Source: F.G.C. Sokoto, 1988

APPENDIX C (i)

SAMPLE DATA: G.C.E. (O/L) MAY/JUNE 1981-1985 ANALYSIS OF ENGLISH LANGUAGE BY LOCATION BY YEAR

URBAN SCHOOLS

S/No.	Institution	1981				1982				1983				1984				1985			
		No. sat	1-6	1-8	9	No. sat	1-6	1-8	9	No. sat	1-6	1-8	9	No. sat	1-6	1-8	9-	No. sat	1-5	1-8	9
1	G.C. Sokoto	117	15	40	77	168	5	22	146	205	18	38	167	232	21	101	131	122	3	12	100
2	GSS Gummi	63	1	5	58	118	12	31	87	105	0	3	102	245	6	19	226	138	0	4	134
3	GSSS B/Kebbi	80	3	20	60	130	2	12	118	196	1	20	76	127	4	23	104	116	2	5	111
4	GSSS Gusau	52	2	8	44	104	2	3	101	108	10	32	76	129	13	114	15	170	2	30	140
5	GSSS Yauri	53	1	4	49	71	3	5	66	147	7	32	115	151	8	33	118	132	1	4	128
	Total	365	22	77	288	591	24	73	518	661	36	125	536	884	52	290	594	678	8	55	623

APPENDIX C (ii)

RURAL SCHOOLS

S/No.	Institution	1981 No. sat	1-6	1-8	9	1982 No. sat	1-6	1-8	9	1983 No. sat	1-6	1-8	9	1984 No. sat	1-6	1-8	9	1985 No. sat	1-6	1-8	9
1	GSS Shinkafi	74	4	14	60	124	3	12	112	94	8	11	83	215	3	9	206	88	1	2	86
2	GSS Tangaza	34	0	0	34	44	0	0	44	65	4	8	57	109	5	13	96	92	1	4	88
3	GSSS Yabo	49	1	5	44	80	3	13	74	125	8	32	93	144	17	37	107	105	0	1	104
4	G.S.S. Kamba	52	0	0	52	65	1	8	57	71	3	34	37	183	7	21	162	32	0	0	32
5	G.S.S. Ma'oje	47	4	6	41	50	0	2	50	87	2	6	81	105	12	33	72	76	1	2	74
	Total	256	7	25	231	363	7	35	337	442	25	91	351	756	44	113	643	393	4	9	384

NB

1-6 Credit passes
1-8 General pass
9 Fail

Source: Ministry of Education, Sokoto. 1988.