"USE OF CONCORD AMONG STUDENTS OF TERTIARY INSTITUTION IN KADUNA STATE.

BY

JUMMAI STEVEN DIGGA (MRS)

A thesis submitted to the Postgraduate School, Ahmadu Bello University, in partial fulfilment of the requirements for the degree of M.A. (Language), Department of English, Faculty of Art and Social Sciences, Ahadu Bello University,

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D E C L A R A T I O N

I hereby declare that this thesis has been written by me and that it is a record of my own research work. It has not been presented in any previous application for a higher degree. All quotations are indicated and the sources of information are specifically acknowledged by means of references.

Jummai Steven Digga (Mrs)

C E R T I F I C A T I O N

The thesis entitled "USE OF CONCORD AMONG STUDENTS OF TERTIARY INSTITUIONS IN KADUNA STATE" by [illegible] JUMMAI STEVEN DIGGA (MRS) meets the regulations governing the award of the degree of M.A. (Language) of Ahmadu Bello University, and is approved for its c ntribution to knowledge and literary presentation.

Dr. A. E. Okwuosh — Chairman, Supervisory Committee — 7 November, 1990 — Date

Dr. R. M. Oladipo — Member, Supervisory Committee — 9 November, 1990 — Date

Head of Department — Date

Dean, Postgraduate School — 30/5/96 — Date

D E D I C A T I O N

To my beloved Daughter, Talatu Mercy Digga

and

my dear son, Danjuma Mark Digga.

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Jummai Steven Digga (Mrs)
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A B S T R A C T

The need to improve proficiency in the written and spoken English of students in Nigeria has beer] the cry of many. Much research work has been carried out to investigate the use of English among students in Nigeria, decent work in the area is on the use of English among university students and the results of such studies have shown that theere is the need for improvement.

The present work complements what other researchers have done. It investigates the use of 'concord' among students of tertiary institutions. Three types of concord are treated in this study. They are:

(a) Subject-Verb Concord.
(b) Pronoun-Antecedent Concord.
(c) Tense Concord,

One hundred subjects divided into four groups were drawn from three institotions of kaduna State to write a test. Out of this number, 34%-38% used sentences that lack concord with respect to subjects and their verbs. 23%-33% of the subjects used sentences that lack pronoun-antecedent concord and 53%-60% of the subjects used sentences that lack tense concord. This shows that of the three types

of concord, tense concord seems to present the greatest difficulty to students.

Concord seems to be an area of difficulty to students and this has pedagogical implications for students, teachers and education planners.

The study is divided into five chapters. Chapter one states the aims of the study, the need for it and also gives the definition of concord.

Chapter two gives the theoretical frame work and literature review. It also discusses the model used in the study. The third chapter discusses the research procedure for collecting data.

Chapter four gives the analysis of data and attempts some discussions of the results and chapter five gives the conclusion of the study.

There is also a bibliography and appendices.

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DEFINITION OF TERMS & ABBREVIATIONS

Pr.	-	Present Tense
PT.	-	Past Tense
Pr.Perf.T.	-	Present Perfect Tense
PT.Perf.T.	-	Past Perfect Tense.
Pr.S.	-	Present Simple
PT.S.	-	Past Simple.
Pr.Cont.	-	Present Continuous Tense
P.Cont.	-	Past Continuous.
Pr.Perf.Cont.	-	Present Perfect Continuous
PT. Perf.Cont.	-	Past Perfect Continuous
Sup.	-	Superlative
Comp.	-	Comparative
Unnec.prep.	-	Unnecessary Preposition
Wr.pass	-	Wrong Passive
Contr.	-	Contrastive
Subj.Sg.	-	Subject Singular
Subj.Pl.	-	Subject Plural
V.Sg.	-	Verb Singular
V.Pl.	-	Verb Plural
M.Cl.	-	Main Clause
Cond.Cl.	-	Conditional Clause
HN	-	Head noun
1st Per.Sg.	-	First Person Singular
2nd Per.Sg.	-	Second Person Singular
3rd Per.Sg.	-	Third Person Singular
1st Per.Pl.	-	First Person Plural
2nd Per.Pl.	-	Second Person Plural
3rd Per.Pl.	-	Third Person Plural
Neu.	-	Neuter
P.S.rules	-	Phrase Structure Rules.
S.	-	Sentence
NP.	-	Noun Phrase

VP	-	Verb Phrase
Det.	-	Determiner
N	-	Noun
V	-	Verb
H	-	Head
Mod.	-	Modifier
aj	-	Adjective
NP Sing.	-	Noun Phrase Singular
NP plur.	-	Noun Phrase Plural
T + N + $\emptyset$	-	Definite Article + Noun + Singular Inflection.
T + N + S	-	Definite Article + Noun + Plural Inflection.
C	-	Concord
X $\longrightarrow$ Y	-	X is to be rewritten as Y
A.T.C.	-	Advanced Teachers' College
S.B.S.	-	School of Basic Studies
S.P.S.	-	School of Preliminary Studies
N.C.E.	-	Nigeria Certificate in Education.
*	-	Ungrammatical Sentence
⇓⇓	-	It indicates the Headword in a complex Structure.
⇓	-	Words above the arrow stand for the abbreviated word under it.

CHAPTER ONE

INTRODUCTION.

1.0. Preamble

The need to improve proficiency in English language has led to many studies on the use of English among students. Tomori (1967), Afolayan (1968), Banjo (1969), Durojaiye (1970), Ofuokwu (1982), Olaofe (1986), Olagoke (1981), Anasiudu (1983) among others, studied the grammatical errors made in the written and spoken English of users of English in Nigeria. All agree that errors vary in complexity and source.

Among those who carried out studies in the use of English among Nigerian students, Ofuokwu (1982) and Olaofe (1986) concentrate on Ahmadu Bello University students, Olagoke (1981) examines the English of students of the University of Lagos and Anasiudu (1983) investigates the English of students of the University of Nigeria, Nsukka. According to Olaofe (1988: 18-20), "the main focus of these studies (at the university level) is written English at 'the discourse', 'stylistic' and 'global sentence, levels'." Such studies substantiate various claims regarding the low proficiency in English among Nigerian university students. These have motivated the present study - a study of the use of concord among first and

second year students of tertiary[1] institutions in Kaduna State, Nigeria.

1.1. Need for the Study

The researcher has observed that earlier studies on the grammatical errors of Nigerian students have been treated broadly. Many grammatical categories are treated in one study so that no detailed account of any of the categories is given.

In our case, one grammatical category is being considered - concord. It is hoped that this way, a more comprehensive examination will be carried out.

The researcher has also observed that much of the recent work done on grammatical errors has been among Nigerian university students. It is therefore felt that there is the need to complement such work by looking at students in polytechnics, colleges of education, colleges of advanced studies - defined in our study as tertiary level education, in Kaduna State. It is expected that this study will reflect similar experiences in comparable institutions throughout the country.

1.2. Statement of the Problem

Some grammatical errors are observable in the written and spoken English of Nigerian students. The

paradigm below summarizes the major trends observable from these errors:

A: Wrong use of tenses:

(1) Most students fail Mathematics because
Pr.
they did not have interest in the
PT
subject.

(2) When I go to the market this afternoon,
Pr.
I buy two kilos of meat.
Pr.

B. Double comparison:

(3) If I pass my examination, I will be the most happiest person on earth.
Sup. Sup.

(4) Shola is more cleverer than Hassan.
Comp. Comp.

C. Wrong use of preposition:

(5) I cannot cope up with my school work.
Unnec. prep.

(6) Committee comprises of Six elderly men.
unnec. Prep.

D. Faulty passive forms:

(7) The cat was chase by the rat
Wr. pass.

(8) We have been ask to submit our
Wr. pass.
assignment.

E. Use of double contrastive:

(9) Although it was raining, but we went
contr. contr.
to the stadium.

(10) Eventhough our holiday was a long one,
contr.
yet we managed to do only half the
contr.
things we had planned.

F. Faulty concord:

(11) On several occasions robbers snatches
Subj.Pl. V.sg.
our cars.

(12) One of the reasons why I want to be a
Pron. Subj. sg.
doctor are that they take care of
V.pl.
patients.[2]

We are interested in the last type of errors. Our research problem is that students of tertiary institutions in Kaduna state use sentences that violate Concord rules.

1.3. Basic Assumptions

This study makes the following basic assumptions:

1. Students of tertiary institutions in Kaduna State use sentences that lack concord between subjects and their verbs. Example:

   Example: The teacher give us two assignments
   Subj.Sg. V.pl.
   everyday.

2. Students of tertiary institutions in Kaduna State use sentences that lack concord between pronouns and their antecedents. Example:

   Example: In boarding Schools students have
   Ant.Pl.
   enough time for his classwork.
   Pron.Sg.

3. Students of tertiary institutions in Kaduna State use sentences that lack concord in tenses. Example:

   Example: I went to the library but I
   PT
   do not find the book I was looking for
   Pr.T. PT.

1.4. Aims of the Study

The study hopes to:

(1) Identify and present concord errors, of tertiary level students in Kaduna State;

(2) Identify possible causes of concord errors;

(3) Identify similarities and differences in the use of concord among year I students of the institutions under study;

(4) Identify similarities and differences in the use of concord errors among year II students of the institutions under study;

(5) Identify possible implications of the findings of the study for the teaching of English in tertiary institutions in particular and for educational policy in general.

1.5. Sources of Data

The data is collected from a formal source. Students of three tertiary institutions located in Kaduna State are used: Kaduna State College of Education, Kafanchan, Kaduna Polytechnic and College of Advanced Studies, Zaria.

1.6. Definition of Concord

There are several approaches to the treatment of concord: Quirk, et al (1972: 359-371) look at concord under 'The Sentence', so do Craig and Hopper (1986: 50-52). Other grammarians e.g. Opdycke (1965: 236-254) treat it under 'Coherence and Unity'; Vivian and Jackson (1961: 283-293) discuss it under 'Grammatical Relationships'; Hopper, et al (1974: 61-84) discuss concord under 'Logic and Clarity'; while Hockett (1958: 214-218) looks at it under 'Kinds of Syntactic Linkages! Specific definitions of concord are discussed below.

Concord is defined by Allerton (1979: 149) as:

> a kind of harmony between elements in question whenever context-sensitivity requires that a particular sub-class or syntactic feature should be chosen by reference to another sub-class or syntactic feature elsewhere. The sub-classification will generally involve what is normally called a grammatical category like number, case, gender, voice, aspect, etc.

Thus, for Allerton, the focus is number, case, gender voice and aspect. Robins (1971: 235), in a similar vein sees concord as:

> the requirement that the forms of two or more words of specific word classes that stand in specific syntactic relationship with each other shall also be characterized by the same paradigmatically marked category (or categories).

For Hockett (1958: 214), "Concord" is found in endocentric constructions and in a tie bar that cuts across hierarchical structure to link certain predicate attributes to subjects, Thus, the issue is the relationship between predicate and subject.

Similarly, Cook (1969: 109) observes that concord occurs in endocentric phrases or between the subject and predicate adjective in an equational clause. Concord is marked by a tie bar between the slots concerned

and must be specific in grammar as gener, number, case concord or any combination of these.

English nouns, and verbs in sentences of the type 'boy takes' and 'boys take' exhibit concord of number in that both noun and verb in this construction must be either singular or plural. Concord of category between pronoun and verb is seen in English in 'person' and 'number': 'I', 'you', 'we' and 'they' are followed by 'take'; 'he','she' and 'it' (like all singular nouns and nominal groups) are followed by 'takes': and with the verb 'to be', 'I', 'you' and 'she', 'he', and 'it' are distinguished by the three fold verbal concord: 'I am', 'you'are', 'he is'. In endocentric constructions in which concord of categories is involved, the category of the head-word normally determines the category of subordinate words in concord with it.

Three types of concord have been distinguished - Allerton (1979: 149-153). The first one is 'agreement' which can be illustrated with examples from either determines - adjective-noun construction or the subject-predicate construction in a whole range of languages. In English, this is a matter of number.

The second type of concord is 'government' which occurs between verb and object and need not be marked. In English this type of syntactic linkage is signalled by case markings (e.g. causative).

The third type of concord is 'cross-reference' (Bloomfield, 1935) - cited in Allerton, (1979: 149-151) Bloomfield applies this term to cases where one element in the combinations "contains mention" of its fellow. This applies to agreement between nouns on the one hand and pronouns or genitive type affixes on the other. Some grammarians like Quirk (1972: 309-371) refer to this type of concord as Pronoun-Antecedent concord.

According to Hockett (1958: 218) Cross-reference occurs between subject and predicate in topic-comment constructions. This is marked by a tie bar between the subject and the predicate slots and must be specified. English has this concord only in the third person singular present tense.

Hartman and Stork (1972: 97-98) define concord as "agreement" and go on to define government as "the determination of the morphological form of one word by another word.

In spite of the different approaches and definitions grammarians agree that concord occurs when a structure changes its form because of the influence of another structure. In English, nominal subjects influence the forms of finite verbs; they also influence the forms of pronouns. Distinctions are occasionally

based on 'gender'; however, 'number' is the most common ground on which concord is based.

In our study, we shall use the term concord to cover what some people distinguish as "agreement", "government" and "cross reference". We shall use the term concord because it covers the three terms. Again, the three terms show the relationship between elements in a construction and the governing capacity one element has over others in the same construction, so the choice of the term concord is all embracing.

FOOTNOTES

1. In this study, universities are not included in the list of tertiary institutions. The study defines tertiary institutions as ATCs/Colleges of Education, Polytechnics/Colleges of Technology, S.B.S/S.P.S. and Colleges of Advanced Studies.

2. The paradigm given, lists few 'error patterns' taken from more comprehensive ones given by Domain U. Opata "An Investigation into the Error Patterns of our Undergraduates" and Onwudili Ofuokwu, "The Quality of Graduate English in Nigeria: A Case Study of Ahmadu Bello University Students". Both are found in Freeman, R. and M. Jibrin (eds) English Language Studies in Nigerian Higher Education. (London: British Council -10 Spring Gardens, 1986 pp. 75-98).

3. According to Hartmann and Stork (1972: 76), an endocentric construction is one which contains a part which has the same distribution as the construction itself. The part can always take the place of the entire construction. For example, 'old chairs' and 'chairs'. Nearly any sentence in which 'old chairs' occurs corresponds to an equally acceptable sentence in which only 'chairs' occurs. 'Old chairs' is an endocentric construction.

CHAPTER TWO

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.0. Preamble

This chapter is divided into two sections. The first deals with a review of related literature on concord along with the approaches that have been used in its study. The second section presents the choice of a model which includes the three basic components of concord which this study investigates.

2.1. Theoretical Framework and Literature Review

There are several approaches to the study of concord. A few of them and a theory will be reviewed in this chapter. They are as follows:

(1) Context-sensitivity;
(2) Dependency;
(3) Co-occurrence;
(4) Tagmamics;
(5) Phrase Structure;
(6) Transformational generative theory.

The order in which they are listed and discussed is not chronological.

Context-sensitivity is derived from the traditional school (Lyons, 1968: 235-247). A grammar is context-

sensitive if at least one of its rules refers to the symbols that are required to occur to the left and / or right of the rewrite rule. The rewrite rules indicate a restriction in the context in which they are to be applied. Example: X _____ Y/a-b/ Reads as follows: X is to be rewritten as Y only in the contexts indicated between the slants (where the dash shows the place in the string which the replacement occupies). In many languages, the constituents of a particular syntactic construction are said to agree or be in concord with respect to such features as gender, number, case and person.

By comparison with other languages, English has relatively little concord (Lyons, 1968: 240). Within noun phrases it is only the demonstrative pronouns which agree with the noun they modify. Example:

'this house' Vs 'that house'.
'these houses' Vs 'those houses'.

Within sentences, the verb should be in agreement with the subject:

(1) She eats Vs I/You/We/They eat.

(2) She has eaten Vs I/You/We/They have eaten.

(3) She is eating Vs You/We/They are eating
Vs I am eating.

(4) She/I was eating Vs You/We/They were eating

In (1) and (2), the person-and-number concord operates in the following manner: If the subject is

'third person singular' (he, she, it, someone, or a noun-phrase with a singular noun as head), the verb is 'third person, singular'. Whereas, if the subject is not 'third person, singular,' the verb is in the unmarked form. In (3) and (4), both of which contain the verb 'to be' (here employed as an auxiliary verb) concord operates differently: in (3), there is 'third person, singular' concord, but also 'first person, singular' concord (I am); and in (4) 'first person, singular' and 'third person, singular' fall together under subject-verb concord.

With the simple past tense of the verb (e.g. cried, broke, etc) there is no subject-verb concord.

Example: (5) He/I/You/We/They <u>Cried</u>.

This approach has given a good description of concord which will help us in our study. The sentences given show that there is concord between subject and verb; but it is not clearly stated that the subject governs the choice of the verb. A grammar of concord should not only state agreement between words in a sentence but it should also state which word governs the other or others. This leads us to the next approach.

Dependency has been used by some grammarians to account for concord. Dependency grammar, according to Hartman (1972: 62):

> is a collective term for a number of semi algebriaic models of syntactic analysis which explain relationships between the elements of a sentence in terms of their mutual dependency or subordination. In one such theory such syntactic relations are said to rest on the central role of the verb and the way it governs other elements; its satelites (valency).

According to Hudson (1984: 78-90), the following configurations of dependency structure exist in dependency:

(a) One word may have any number of modifiers including zero;

(b) One word may have any number of heads, including zero;

(c) A pair of words may be interdependent as a result of a chance coincidence of two configurating dependency constructions.

By dependency, Hudson means relations of the type exemplified by subject-verb concord, concord between demonstrative determiniers and head nouns, the relation between 'have' and the - 'en' form of the succeeding verb in the English perfect construction. Hudson further states that because there are many problems associated with trying to formulate a syntactic rule for subject-verb concord, it might be assumed that it is not a syntactic rule.

This model treats concord as a morphological rule:

Some of the rules relating verb features to phonological shapes will be context-sensitive, and be able to account for the syntactic-semantic properties of the verb's subject which is easy to identify in (Hudson's) daughter-dependency construction and is connected to the verb by a sister-dependency trace line. Hays (1972: 223-239) also shares Hudson's view on dependency and adds that in a dependency structure, every element co-occurs with its governor or its dependents if any. In English therefore, the subject of the sentence governs the verb. If the subject is singular, the verb is singular and if the subject is plural, the verb also is plural. Scott (1968: 21) expresses a similar point of view.

Hudson's dependency model provides a good description of concord. The model does not, however, indicate how to determine the head noun in a complex subject. A grammar of concord should be able to show what the governing element of a particular structure is in a complex construction. Problems of concord sometimes arise when his element cannot be identified.

Another approach that accounts for concord is co-occurrence (also known as co-occurrence restrictions). It is found within the traditional school. Allerton (1979: 150-152) observes that languages contain a multiplicity of phenomena that involve co-occurrence restrictions; such phenomena include <u>government</u>, such as

the selection of grammatical case in a noun by a preposition or verb; and concord, such as that of number between the finite verb and its subject. Halliday mentions co-occurrence in his discussion on 'sub-class' (see Butler, 1985: 25-26). He differentiates between sub-classes and secondary classes. He states that these two classes are not derived from more delicate structural description of mutual determination of concord between them. Each of the classes divides into two sections such that a member of one section of a class is always accompanied by a member of one section of the other class. Berry (1979: 51) cited in Butler (1985: 26) explains this better by pointing out that countable nouns are a sub-class of the primary class representing the head element of a nominal group, since they show a relationship of mutual determination with deitics. For instance:

Count nouns can co-occur with 'a', 'each' (if singular), 'these' and 'those' (if plural) while non-count (mass) nouns cannot. Thus, 'count', 'mass nouns' can be regarded as sub-classes of noun and sub-classes of deictic can be recognised as being in concord relation with the sub-classes of noun. Harris (1972: 151-182) also discusses 'concord' from the point of view co-occurrence.

This approach of co-occurrence is similar to context-sensitivity. The information is useful to our study but it does not account for complex sentences that may contain more than one element in a sub-class. A grammar of concord should account for the right elements that govern other elements in the sentence.

Another approach which attempts to explain concord is 'Tagmemics' postulated by Pike(1954) from the notion of 'tagmeme' - a minimal grammatical pattern in terms of which all grammatical structures have to be described. Cook(1969) shows that the tagmemic model contains a grammar, a lexicon and a phonological component, like every other model (e.g. Phrase structure Grammar, Transformational Generative Grammar, etc). And like every other model tagmemics gives all and only grammatical sentences of the language. It assigns a structural description to each sentence it produces and gives an explicit function to each part of such a structural description. The structural description itself can be constructed as a tree diagram and every branch of every underlying phrase structure diagram may be explicitly labeled to indicate its function within its own construction, thus making the branching process explicit.

In this model, concord is marked with a 'c' for grammatical concord. This concord is specified as to

features, such as gender, number and case. Cook (1969: 109) gives the following illustration.

c

N = + Det: det + H: n + Mod: aj

The diagram shows that a noun phrase(N) consists of a determiner (Det) slot filled by a noun (n) and an optional modifier (± Mod) slot filled by an adjective (aj) (in Spanish). A similar construction can be found in English as in:

(6) The President elect.

In English, the position of the modifier can also be shifted to the left of the head word as in:

(7) The <u>seven</u> books.

The concord tie in tagmemics is a feature of selectivity and calls for a 'subraitive'[1] that selects the proper fillers for each slot. This 'subraitive' is analogous to the square brackets of transformational generative grammar.

Tagmemics grammar does not give us sufficient account of the fillers of each slot and how they relate to each other. It is not enough to just know how to select the proper fillers for each slot but to also state their governing capacity. This approach is too

'atomic' to be used in our study. A grammar of concord should do more than give the atomic structure of a sentence.

Phrase structure grammar is another model that attempts to account for concord within the framework of context-sensitivity. The following rules are given to show that the subject agrees in number with the verb:

(i) S $\longrightarrow$ NP + VP

(ii) VP $\longrightarrow$ Verb + NP

(iii) NP $\longrightarrow$ (NP singular / NP Plural)

(iv) Verb $\longrightarrow$ (V + S/in the context NP Sing + ... / V + Ø/ in the context NP plur + ...

(v) NP Sing $\longrightarrow$ T + N + Ø

(vi) NP Plur $\longrightarrow$ T + N + S

Rule (1) defines all sentences generated by those rules to be sentences of the same type (NP + VP); rule (iii), makes number a category of the noun-phrase, independent of the occurrence of the noun-phrases as subject or object, and rule (iv) says that number in the verb is determined by the number of the preceeding noun-phrase. Rule (iv) is a context-sensitive rule of the form A $\longrightarrow$ B/in the context X + ... +Y, where X is assigned a positive 'value' and Y is left unrestricted. It will be observed

that the rule can be formulated in this way only within a system of "concatenating rules" (Lyons 1968: 209,228).

It is the left hand noun-phrase, not the right-hand noun-phrase, which controls concord. Since the left hand noun-phrase derives from the noun-phrase generated by rule (i), it may be interpreted as the subject rather than the object. The system of the six rules just observed correctly formalizes the facts of concord in English and can account for sentences such as:

(8) The girl sweeps the classrooms.

(9) The girls sweep the classrooms.

(10) The boy kicks the ball.

(11) the boys kick the ball.

Any of the above sentences can be derived using the rules. We shall illustrate with sentence (8).

$S \longrightarrow NP + VP$

$NP \longrightarrow Det + N$

$VP \longrightarrow V + NP$

$Det \longrightarrow$ the

$N \longrightarrow$ (girl, classrooms)

$V \longrightarrow$ sweeps

The application of the rules results in the following derivation:

S

NP + VP

Det + N + VP

Det + N + V + NP

the + N + V + NP

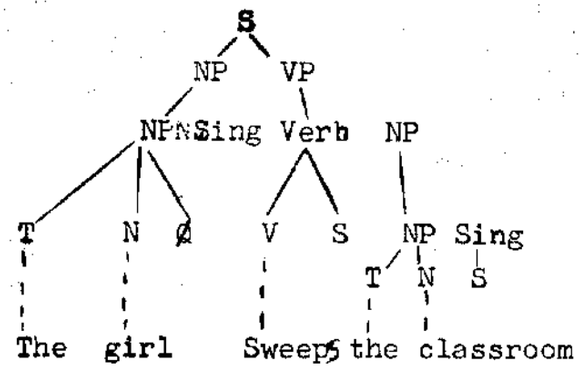
the + girl + V + NP

the + girl + Sweeps + Det + N

the + girl + sweeps + the + N

the + girl + sweeps + the + Classrooms.

An alternative way is to use a tree diagram as follows:



The phrase structure model is useful in explicating concord but it cannot handle complex sentences. Moreover, it also focuses only on subject-verb concord without accounting for other types of concord e.g. pronoun-antecedent, tense, etc.

Our main contention with this approach is its

inability to identify the governing capacity of elements in the sentence and to show the relationship between such elements.

The next theory that attempts to explain concord is transformational generative grammar. This model is Chomsky's revolution based on phrase structure rules. It emphasizes the analysis of syntax in terms of underlying structures. Transformational grammarians use the base rules of the grammar to produce or generate all and only the grammatical sentences of a language like any other model.

Chomsky (1965: 128-147) introduces a transformational rule to handle concord of number that holds between the subject and the verb. Number transformation is obligatory according to the following formulations:

SA : X-C $\longrightarrow$ Y

SC : C $\longrightarrow$ { S/in the context NP Sing + ...
{ $\emptyset$ otherwise

SA is structural analysis.

SC is structural change.

X and Y are variables denoting any substring of the input string without reference to their analysability and 'C' is an obligatory transformation rule that handles concord. This rule can apply to active and passive

sentences and can account for sentences such as:

(12) The boy chased the rat.

(13) The rats were chased by the boy.

Transformational generative theory is relevant to our study but there is more to concord than number concord. There is need to show how elements in a sentence relate to each other and how they depend on each other which this theory does not capture.

From the foregoing discussion, it is clear that many approaches have attempted to explain concord.

2.2. Choice of a Model

We shall adopt an eclectic model for this study. This is in view of the inadequacies noted in the various approaches reviewed earlier on. An eclectic model can provide a comprehensive account of concord relationships. It gives an orderly breakdown of the things to be observed in the study of concord. This approach will enable us handle our investigation of concord in a way that other approaches will not.

The model has the following components:

(1) Subject - Verb Concord;

(2) Pronoun - Antecedent Concord;

(3) Tense Concord.

We shall discuss them one after the other.

2.2.1. Subject-Verb Concord

In Subject-Verb Concord, the subject governs the choice of the verb in the present tense. Concord in number between subject and verb (in the present tense) seems to be the most crucial concord in English. This may account for why some grammarians pay more attention to it than to other types of concord. Some of the grammarians who treat concord in terms of subject-verb agreement include the following: Long (1961: 36-38); Oliphant (1936: 74); Branford (1967: 107-108); Scott (1968: 20); Hill (1958: 248-273) among others.

Subject-verb concord is a feature restricted to the present tense of the verb except the verb 'to be' which has distinct forms for number and person for both present and past tense forms.

2.2.1.1. Subject-Verb Concord by Number

The rule for number concord is that a singular subject requires a singular verb and a plural subject requires a plural verb. To apply this rule, three things are crucial:

(a) The subject governs the verb form and is not distracted by other structures which may stand close to the verb;

(b) One should be able to determine the subject of the sentence;

(c) One should know the correct Singular and plural forms of the verb.

We shall apply a context-sensitive model propounded by Chomsky (1957): to handle subject-verb concord. The following rules are given to handle subject-verb concord by number:

1. S $\longrightarrow$ NP + VP
2. VP $\longrightarrow$ Verb + NP
3. NP $\longrightarrow$ (NP sing.
   (NP plur.
4. Verb $\longrightarrow$ V + S/in the context NP sing + ...
   V + Ø/in the context NP plur + ...
5. NP sing $\longrightarrow$ T + N + Ø
6. NP plur $\longrightarrow$ T + N + S

This model will be modified to suit our purpose. The modification is that in each sentence, the NP is identified as the subject of the sentence. The subject and verb are identified and the number in each case is stated i.e. whether the subject is singular or plural and whether the verb is singular or plural. The purpose of identifying the number in both the subject and the verb, is to show concord between the two. Sentences 14-18 will be used to illustrate subject-verb concord by number.

(14) The baby is crying
Subj.Sg V.Sg
*The baby are crying.
Subj.Sg. V.pl.

(15) The babies are crying.
Subj.pl. V.pl.
*The babies is crying.
Subj.pl. V.Sg.

As pointed out by Quirk, et al (1972: 359), a clause in subject position counts as singular for purposes of concord. Example:

(16) How he got there doesn't concern me.
Subj.Sg. V.Sg.

(17) To treat them as hostages is criminal.
Subj.Sg. V.Sg.

The same is true of prepositional phrases acting as subject as in:

(18) After the meeting is the time to speak.
Subj.Sg. V.Sg.

The examples show that there is concord between subjects and verbs.

One should be able to identify the correct noun that stands as the subject of the sentence as seen below.

2.2.1.1. Noun Subject-Verb Concord

In the sentence:

(19) One of the books is missing,
Pron. Subj.Sg. V.Sg.

there is the tendency to suppose that the plural noun 'books' which stands by the verb governs the verb form. This tendency must be avoided because despite the distance between 'one' and the verb, 'one' is the subject of the sentence hence, it governs the number of the verb. There are several circumstances (e.g. items I to VI below) where another structure may distract the writer from remembering that the subject (HN) governs the number of the verb.

I. The verb agrees with the subject not with elements in the modifier of the subject.

Example:

(20) Each of the tables is thirty inches long.
Pron Subj.Sg V.Sg.

(21) A Swarm of flies is coming towards us.
HN Subj.Sg. V.Sg.

(22) The teachers in the conference room have
Pron. Subj.Pl. V.Pl.
organized a coktail party.

('tables', 'flies' and 'conference room' - which are part of the modifiers - stand close to the verbs, but they

do not govern the form of the verbs, the subjects do).

II. The verb agrees with the subject (HN) even if the following modifier sounds and looks like a co-ordinator joining the nouns.

Several prepositions such as 'with', 'like', 'including', 'together with', 'along with', 'no less than', 'in addition to', 'as well as', etc. have a strong co-ordinating sense. When the nouns connected by any of these phrases differ in number or person, the verb agrees with the noun that stands first. The function of 'as well as' may better explain this relationship. Example:

(23) The president as well as his body guards is
HN Subj.Sg. V.Sg.
coming to have dinner.

(the president is the singular subject which governs the verb).

III. The verb agrees with the subject (HN) not with a complement following it, Example:

(24) The greatest nuisance is the refunds
Subj.Sg. HN V.Sg.
we have to make.

(25) The children of today are the hope of
HN Subj.Pl. V.pl.
tomorrow.

(the complement nouns 'refunds' and 'hope' do not control the verb form).

IV. The verb agrees with the head noun where it is contained in a noun-phrase.

Oruma (1989: 203) notes that noun-phrases are groups of two or more nouns acting as the subject of a sentence, out of which one is head noun. In such a situation the verb has to agree with the head noun as in the following:

(26) The thought of thieves unnerves him.
HN Subj.Sg. V.Sg.

(27) The children who cried for food are here.
HN Subj.Pl. V.Pl.

V. If for any reason the subject is moved out of the subject position, it will still control the verb form as long as another nominal is not moved into its place. Example:

(28) There are two boys in the room.
V.Pl. Subj.Pl.

(29) Where is the ball that was thrown out?
V.Sg. Subj.Sg.

Similarly when 'it' is used with a relative pronoun in cleft sentences (sentences in which a single clause

is divided into two sections, each with its own verb), the relative pronoun subject is followed by the verb 'to be' in agreement with its antecedent as in the following:

(30) It is I who am hungry.
Subj.Sg. V.Sg.

(31) It is you who are going.
Subj.Sg/Pl. V.Pl.

(32) It is she who is stupid.
Subj.Sg. V.Sg.

(in informal English, third person singular is normally used i.e. 'it is me who is responsible').

VI. The number of the noun or nouns functioning as the subject is sometimes not apparent. 'Fish' though singular in form can be either singular or plural. 'News' is always singular despite its plural form. Items A to D provide us with some of such nouns. In the examples in A the 's' can be misleading.

A. Some nouns in the plural form can be either singular in meaning or they can be plural: 'Trousers', 'Wages', 'Tactics', 'Pliers', 'Scissors', 'Odds' 'Barracks', etc are plural in meaning; therefore they require a plural verb.

Example:

(33) The trousers are on the hanger.
Subj.Pl. V.pl.

(34) The Scissors are in the left-hand drawer.
Subj.pl. V.pl.

'Billiards', 'Mathematics', 'Linguistics', 'Mumps', 'Measles' 'Physics' and 'Phonetics' are singular in meaning; therefore they require a singular verb.

Example:

(35) Measles is a communicable disease.
Subj.Sg. V.Sg.

(36) Linguistics is the study of Language.
Subj. Sg. V.Sg.

B. Some nouns in the plural form can be both singular and plural.
According to Hopper, et al (1984: 64), when they denote fields of knowledge or activity, they are singular; in most other uses, they are plural.

Example:

(37) a. Politics has always attracted people
Subj. Sg. V.Sg
of talent.
b. The politics of the situation are
Subj.pl. V.pl.
complicated.

(38) a. Statistics is not always a dry subject.
Subj.Sg. V.Sg.
b. The Statistics were largely erroneous.
Subj.pl. V.pl.

C. Some nouns which specify an amount of things or a number of people are singular when the things or people involved are regarded as a unit. In such cases, they take a singular verb.

Example:

(39) Two plus two is four.
Subj.Sg. V.Sg.

(40) Two thirds of the sweater has been completed.
Subj.Sg. V.Sg.

(41) Six kilograms of grapes seems a lot.
Subj.Sg. V.Sg.

(42) Ten percent of their capital has been absorbed already.
Subj.Sg. V.Sg.

(43) Five percent of the men drafted are over thirty.
Subj.pl. V.pl.

(43, is an exception because the men are regarded as individuals).

D. Collective nouns are usually singular but can be plural. If the collective is regarded as a unit, it is singular and requires a singular verb. Examples of collective nouns are:
'Jury', 'Family', 'Choir', 'Congregation', 'Committee', 'Orchestra', 'Team', 'Audience', etc.

In the following sentences, they are considered as units:

(44) The family is ready for dinner.
Subj.Sg. V.Sg.

(45) The jury has taken a decision.
Subj.Sg. V.Sg.

If, however, members of the collective are considered individually, the collective noun is plural and requires a plural verb as in:

(46) The jury were divided in their decision
Subj.pl. V.pl.
(members of the jury 'individually').

(47) The family were informed as soon as they
Subj.pl. V.pl.
could be reached by telephone.
(individual members of the family were informed).

Some people prefer using 'members of' with the collective noun to show that it is used as a plural noun.

2.2.1.1.2. Compound Subject-Verb Concord

A compound subject is made up of two or more nouns and the subject can be either singular or plural. One should be able to identify the correct number of the compound subject to agree with the verb as discussed in I and II below.

I. A compound subject co-ordinated by 'and' is nearly always plural and requires a plural form as in:

(48) The Senator and his wife were warmly received.
Subj.pl. V.pl.

(49) The man and his children come here everyday.
Subj.pl. V.pl.

If, however, the compound subject refers to just one person or unit then the form is singular. Example:

(50) (one person) A Scholar and a gentleman is what he strives to be.
Subj.Sg. V.Sg.

(51) (one dish) Bread and butter is what he wants.
Subj.Sg. V.Sg.

II. Singular nouns co-ordinated by 'or', 'either... or', 'neither... nor' or by 'not only ... but also' (also referred to as co-ordinating conjunctions) make up a singular subject and such a subject requires a singular verb form as in the following sentences:

(52) Not only the mother but also the child was involved in the accident.
Subj.Sg. V.Sg.

(53) Either the Boss or the Secretary has the file.
Subj.Sg. V.Sg.

(54) I think Audu or Habila has my passports.
Subj.Sg. V.Sg.

When these co-ordinating conjunctions (given in (II) join plural nouns, the verb is plural; when they join singular and plural nouns, the verb agrees with the closer noun to it following the principle of proximity as given by Quirk, et al (1972: 360)[2].
Example:

(55) Neither his advisers nor the president
Subj.Sg. HN
himself has actedwisely in this crisis.
V.Sg.

('president' is closer to the verb)

(56) Either the cloth or the dyes are defective.
Subj.pl. HN V.pl.

('dyes' is closer to the verb).

(57) Neither you, nor she, nor anyone else
Subj.Sg. HN
knows the problem.
V.Sg.

('anyone' is closer to the verb).

(58) Not only the students but also the teachers
Subj.pl. HN
were wrong.
V.pl.

(the two nouns are plural so the verb is also plural).

2.2.1.1.3. Pronoun Subject-Verb Concord

Pronouns can be either singular or plural and when used as subjects of sentences they must agree with the verbs as exemplified in I to III below.

I. Distributive pronouns in expressions such as: 'each of', 'neither of', 'one of', 'everyone of', 'not one of' are singular and when used as subjects of sentences they take singular verb. The same thing is applicable to the following words: 'every', 'each', 'nobody', 'everybody', 'anybody', somebody', 'someone' and 'everyone'.

Example:

(59) Each of the mangoes looks good.
Pron. Subj.Sg. V.Sg.

(60) Everyone of the children likes eating rice.
Pron. Subj.Sg. V.Sg.

(61) Somebody across the street is playing the guitar.
Pron. Subj.Sg. V.Sg.

(62) Everybody in the room is hungry.
Pron. Subj.Sg. V.Sg.

(63) Neither of the two boys is your son.
Pron. Subj.Sg. V.Sg.

II. A few indefinite pronouns such as: 'several', 'few', 'both' and 'many'are plural and take plural verb forms as in:

(64) Several have already been tested.
Subj.pl. V.pl.

(65) Many are called but few are chosen.
Subj.pl. V.pl. Subj.pl. V.pl.

The nouns 'variety' and 'number' also take plural verb forms when they are preceded by 'a'. But when they preceded by 'the', they are singular. Example:

(66) A variety of books are found in the
HN Subj.pl. V.pl.
library.

(67) A number of students were found in the
HN Subj.pl. V.pl.
classrooms.

(68) The number of students found in the
HN Subj.Sg.
classrooms was alarming.
V.Sg.

III. Some indefinite pronouns could be either singular or plural depending on whether they refer to a quantity or individual units. Such words include: 'Some', 'most', 'all', 'none', etc. (none can also be singular if the meaning of 'not one' of the individuals is intended).

Example:

(69) Some of the chairs are broken.
Pron. Subj.pl. V.pl.
(individual chairs).

(70) Some of the oil has been poured into the bottle (A quantity).
Pron. Subj.Sg. V.Sg.

(71) Most of the money is gone. (A quantity).
Pron. Subj.Sg. V.Sg.

(72) Most of the people are here (several people).
Pron. Subj.pl. V.pl.

(73) Luckily, none of the property was damaged, none of the horses were hurt, but none of us was to blame.
Pron. Subj.Sg. V.Sg.
Pron. Subj.pl. V.pl. Pron.
Subj.pl. V.Sg.

2.2.1.2. Subject-Verb Concord by Person

By person is meant the following categories of pronoun.

	Singular	Plural
1st Person	I Me	We Us
2nd Person	You	You
3rd Person	He, she, it One	They.

The person of the subject noun or pronoun has little effect on the form of the verb. Only the verb 'to be' has several forms which change in accordance with the first, second and third persons of the pronoun: 'I am', 'you are', 'she is', 'I was', 'you were'. Modal auxiliary verbs are unchanged by the person of the subject: 'I can', 'you can', 'they can', 'she can'. All other verbs change only in relation to the third person singular of the present tense: 'I talk', 'he talks'.

Oruma (1989: 212-213) gives the following examples to show concerd of person with the verb 'to be':

(74) I am the child's mother. - 1st person singular concord.

(75) He)
She) is vigilant. -- 3rd person singular concord.
It)

In the plural, all persons - 1st, 2nd and 3rd (we, you, they) respectively, take the same form of the verb for concord. Example:

(76) We)
You) are Vigilant.
They)

(77) They)
We) were vigilant.
You)

Oruma's classifications clearly illustrate agreement between subjects and verb.

2.2.2. Pronoun-Antecedent Concord

Most pronouns depend on another structure for their meaning. This other structure is the antecedent which controls the pronoun with respect to number, person, gender or case. Some of the pronouns which are controlled by their antecedents are the personal, demonstrative and relative pronouns. The following discussion shows how number, person, gender and case control the choice of pronouns. We shall use Oluikpe's (1981: 90-97) model to show pronoun-antecedent concord.

2.2.2.1. Pronoun-Antecendent Concord by Number

I. Selection of the correct pronoun is based on the number of the antecedent. The words 'each',

'either', 'neither', 'one', 'nobody', 'anyone', 'someone', 'somebody', etc, are referred to by a singular pronoun - 'he', 'him', 'his', 'she', 'her','its'. and 'it'.

Example:

(78) Everyone ate his food.
Ant.Sg. Pron.Sg.

(79) Has anyone brought his camera?
Ant.Sg. Pron.Sg.

(80) Each of the students wanted to submit his assignment.[3]
Pron. Ant.Sg. Pron.Sg.

II. Collective nouns can be either singular or plural depending on whether the collective or several individuals involved are emphasized. Example:

(81) The staff expressed its confidence in its medical director. (The staff acted collectively).
Ant.Sg. Pron.Sg. Pron.Sg.

(82) The staff have been airing their grievances publicly. (Individual staff members).
Ant.pl. Pron.pl.

(83) The Committee has given its report.
Ant.Sg. Pron.Sg.

(As a group)

(84) The committee are divided in their
Ant.pl. Pron.Sg.
decision. (As individuals).

III. A compound subject is singular when the co-ordinator is 'or' or 'nor' joining two or more singular nouns and should be referred to by a singular pronoun as in:

(85) Neither Mary nor Alice had her handbag.
Ant.Sg. Pron.Sg.

When one of the antecedents joined by 'or' or 'nor' is plural, the pronoun agrees in number with the closer antecedent to it as in:

(86) Neither the producer nor the sponsors admit
Ant.pl. HN
that they were aware of the fraudulent
Pron.pl.
practices.

(87) Neither the sponsors, nor the producer
Ant.Sg. HN
admits that he was aware of the fraudulent
Pron.Sg.

Two or more antecedents joined by 'and' should be referred to by a plural pronoun. Example:

(88) Audu and Halima washed their clothes.
Ant.pl. Pron.pl.

(89) The man and his wife came with their children.
Ant.pl. Pron.pl.

2.2.2.2. Pronoun-Antecedent Concord by Person and Gender

English bases gender on sexual difference. A masculine pronoun follows a male antecedent; a femine pronoun follows nearly all other antecedents. Example:

(90) Alice (Ant.Fem.) lost her (Pron.Fem.) purse.

(91) Since the car (Ant.neu.) has not arrived, we shall wait for it (Pron.neu.).

(92) Whatever my brother (Ant.Masc.) asks me to do, I obey him (Pron.Masc.).

(93) Those boys (Ant.pl.) gave their (Pron.pl.) names to the principal.

(94) The women (Ant.Pl.) left their (Pron.Pl.) babies at home.

(in (93) and (94), there is no gender distinction).

2.2.2.3. Reflexive Pronoun-Antecedent Concord

The following reflexive pronouns must agree in person, number and gender with their antecedents: 'myself', 'himself', 'herself', 'yourself', 'themselves', 'ourselves', and 'yourselves'. Example:

(95) He washed himself.
3rd Pers.Sg.Masc. 3rd Pers.Sg.Masc.

(96) She injured herself
3rd Pers.Sg.Fem. 3rd Pers.Sg.Fem.

(97) They cautioned themselves.
3rd Pers.pl. 3rd Pers.pl.

(98) You will pay for it yourself.
2nd Pers.Sg. 2nd Pers.Sg.

(99) You will take the books home yourselves.
2nd Pers.pl. 2nd Pers.pl.

(100) I wrote the letter myself.
1st Pers.Sg. 1st Pers.Sg.

(101) We cautioned ourselves.
1st Pers.pl. 1st Pers.pl.

2.2.2.4. Relative Pronoun-Antecedent Concord

The correct relative pronoun should be selected to agree with its antecedent in number and person.

The relative pronouns: 'who', 'whom' and 'that' refer to antecedents which are human (or are familiar animals); 'which' and 'that' refer to antecedents which are non-human. Example:

(102) He is one of those who know all too
Ant.(hum) Pron.(hum)
well the memories which move us fall
Ant.(non-hum) Pron.(non-hum)
too fast.

'Whose' can be used with either animate or inanimate antecedents as in the following sentences:

(103) That is the house whose windows were
Ant.(non-hum) Pron.(non-hum)
broken.

(104) I have seen the man whose child was
Ant.(hum) Pron.(hum)
beaten up.

2.2.2.5. Pronoun-Antecedent Concord by Person, Number and Case.

With reference to personal pronouns, English has three major case relationships: nominative, objective and possessive. The nominative case indicates that the noun or pronoun is used as the subject of a verb, or as a predicate noun. The possessive case indicates possession and the objective case indicates that the noun or pronoun receives the action of the verb or the verbal or that it is the object of the preposition. The following tables from Warriner (1973: 105) show case relationships.

PERSONAL PRONOUNS

Singular

	NOMINATIVE CASE	OBJECTIVE CASE	POSSESSIVE CASE
1st Person	I	Me	My, Mine
2nd Person	You	You	Your, Yours
3rd Person	He, She, It	Him, Her, It	His, Hers, Its

Plural

	NOMINATIVE CASE	OBJECTIVE CASE	POSSESSIVE CASE
1st Person	We	Us	Our, Ours
2nd Person	You	You	Your, Yours
3rd Person	They	Them	Their, Theirs

Sentences 105-107 illustrate pronoun-antecedent concord with respect to number, person and case.

(105) John (3rd Pers.Nom.Sg.) is a good boy. He (3rd Pers.Nom.Sg.) helps his parents.

(106) I met you (2nd Pers.Obj.Sg.) yesterday and I gave you (2nd Pers.Obj.Sg.) the letter.

(107) The cleaners (3rd Pers.pl.) took their (3rd Pers.Pl.Poss.) brooms home.

(sentence (106) can be either singular or plural).

The next category of concord we shall discuss is tense concord.

2.2.3. Tense Concord

Tense concord can be examined from three dimensions:

(i) The conditional tense as in 'if' versus 'when' clauses;

(ii) The reported speech as in direct versus indirect speech;

(iii) Tense consistency: If the verb of the main clause is in the present tense then the verb of the subordinate clause has also to be in the present.

We shall see how each of them is used.

2.2.3.1. The Conditional Tense

The chief use of the conditional tense is in a main clause when a condition is made in a dependent clause or an infinite phrase.

Example:

(108) He would be able to start the work
↓
main clause
if his brother came.
↓
conditional clause.

The difficulty with this tense lies on the fact that there are three kinds of condition requiring different tense sequences. Forrest (1968: 23-25) identifies the three conditions as follows:

(i) Open or likely condition;
(ii) Unlikely condition;
(iii) Unfulfilled or rejected condition;

Other grammarians like Christophersen and Sandved (1968: 207-208) identify only two conditions:

(i) Rejected condition which refers to the present and future;
(ii) Rejected condition which refers to the past.

Forrest's model of categorization will be used because the model gives a good explanation of the three conditions. Sentences 109-111explain the three conditions:

(109) If Anna writes the examination,
Cond.cl.
Pr.
she will pass very well.
M.cl.
Fut.

(110) If Anna wrote the examination,
Cond.cl
PT
she would pass very well.
M.cl
cond.

(111) If Anna had written the examination,
Cond.cl.
PT.Perf.
she would have passed very well.
M.cl.
Perf.cond.

Sentence (109) implies that Anna may or may not write the examination. It is called the open or likely condition.

Sentence (110) implies that Anna is unlikely to write the examination. It is called the unlikely condition. Christophersen and Sandved describe this condition as a rejected condition which makes reference to present and future.

Sentence (111) is a hypothetical statement. Anna did not write the examination and did not pass. This condition is called an unfulfilled or rejected condition by Forrest while Christophersen and Sandved see it as a rejected condition referring to past time and expressing a greater degree of improbability than the construction in (110).

Forrest (1968: 23) represents the three sentences in the following tables:

Kind of condition	Tense in conditional clause	Tense in main clause
Open	Present	Future
Unlikely	Past Simple	Conditional
Rejected	Past Perfect	Perfect Conditional

Errors in conditional tenses occur when the above tense sequences are not followed.

The following words introduce conditional clauses and require the tense sequences given in the table above: 'even if', 'suppose that', 'supposing that', 'assuming that', 'on condition that', 'provided that', 'as long as', etc.

In constructions like:

(112) If he would come with me, I should be glad.

The 'would' of the conditional clause is used in a special way to mean <u>was willing</u>.

It should also be noted that the conditional sentences containing a past perfect can begin with 'had' followed by the subject; in this case, no 'if' is required. Example:

(113) <u>Had he seen the hole</u>, <u>he would not have fallen into it</u>.

Had he seen the hole: ↓ Cond.cl. PT.Perf.

he would not have fallen into it: ↓ M.cl. Perf.Cond.

Similarly 'when' clauses have tense sequences: if the subordinate clause is in the present tense, the main clause is in the future as in:

(114) <u>When he comes</u>, <u>I shall give him the book</u>.

When he comes: ↓ Cond.cl. Pr.

I shall give him the book: ↓ M.cl. Fut.

(115) <u>We shall start answering the questions when the examiner tells us to</u>.

We shall start answering the questions: ↓ M.cl. Fut.

when the examiner tells us to: ↓ Cond.cl. Pr.

If the subordinate clause is in the past, the main clause has to be in the past tense also.

Example:

(116) When we arrived, the children were sleeping.
Cond.cl. PT. M.cl. PT.

(117) The rain started when we got home.
M.cl. PT. Cond.cl. PT.

2.2.3.2. The Reported Speech

In reported speech, the treatment of concord is slightly different from the other treatments that have been discussed. Here, it is not the question of one element governing the choice of another as such, but certain rules are observable which Forrest (1968: 70-73) identify. The rules state some of the changes which take place when changing from direct to reported speech. These rules are discussed in I to IV below.

I. The tense of the verb changes

The tense of the verb changes as follows:

Present simple becomes past simple as in:

(118) (a) "I write a letter to my friend every week", said Peter.
Pr.S.

(b) Peter said that he wrote a letter to his friend every week.
PT.S.

Present perfect becomes past perfect.

Example:

(119) (a) "I have written a letter to my friend",
Pr.perf.
said George.

(b) George said that he had written a
PT.perf.
letter to his friend.

Present perfect continuous becomes past perfect continuous. Example:

(120) (a) "I have been writing letters to my
Pr.perf.cont.
friend", said Mary.

(b) Mary said that she had been writing
Pr.perf.cont.
letters to her friend.

Past simple remains past simple. Example:

(121) (a) "I wrote a letter to my friedn",
PT.S.
said Anna.

(b) Anna said that she wrote a letter
PT.S.
to her friend.

The future becomes conditional. Example:

(122) (a) "I shall write a letter to my friend",
Fut.
said Halima.

(b) Halima said that she would write a
Cond.
letter to her friend.

The future perfect becomes conditional perfect.

Example:

(123) (a) "I will have written a letter to my
Fut.perf.
friend", said Halima.

(b) Halima said that she would have written
Cond.perf.
a letter to her friend.

Exceptional cases are to be noted in the use of auxiliary verbs like 'can' and 'may. If the reporting verb is in the present tense, the form of the auxiliary in the reported speech is the same as in the direct speech. This is mostly the case in informal English.

Example:

(124) (a) "I can play football", said Ali.
Pr.

(b) Ali said that he can play football.
Pr.

(125) (a) "It may be true," said Audu.
Pr.

(b) Audu said that it may be true.
Pr.

In formal English, the reporting verb takes the past tense form as in:

(126) (a) "I can play football", said Ali.
Pr.

(b) Ali said that he could play football
PT.

(127) (a) "It may be true", said Audu.
Pr.

(b) Audu said that it might be true.
PT.

The verbs 'dare' and 'need' are unchanged in reported speech.

Example:

(128) (a) "I daren't take the baby home",
Pr.
said the nanny.

(b) The nanny said that she daren't take
Pr.
the baby home.

(129) (a) "You needn't finish the work before
Pr.
leaving", the teacher told his students.

(b) The teacher told his students that they needn't finish the work before
Pr.
leaving.

The use of 'must'

Must in the sense of obligation appears in

reported speech (with a past tense verb of reporting) as either 'must' or 'had to'. Example:

(130) (a) "You mustn't go there, said Daddy.

(b) Daddy said that I mustn't go there.

(131) (a) "I must take it home", said Suzan.

(b) Suzan said that she had to take it home.

In the case of logical inference, the distinction between must and must have + past participle is preserved unchanged as in:

(132) (a) "He must be sixty by now", she said.

(b) She said that he must be sixty by then; (i.e. at the time she was speaking).

(133) (a) "He must have been sixty by that time", she said.

(b) She said that he must have been sixty by that; (i.e. previous to the time when she was speaking).

II. Pronoun and possessive adjective changes

In changing from direct to reported speech, the possessive adjective changes.

In observing this rule, care must be taken to rely more on the sense. Example:

(134) (a) "I kept my bag in your office", Mary told her brother.

(b) Mary told her brother that she kept her bag in his office.

III. Demonstrative adjective changes

Other changes that take place in reported speech include the demonstrative adjective.

This becomes that or the as in:

(135) (a) "This is the skirt I bought for you", Anne's mother said.

(b) Anne's mother said that that was the skirt she bought for her.

These becomes those. Example:

(136) (a) "These are the questions you should expect", said the lecturer to his students.

(b) The lecturer told his students that those were the questions they should expect.

IV. Adverb Changes

Adverbs are also affected in reporting a speech from direct to indirect.

The adverbs change in the following manner:

Direct	Indirect
today	that day.
yesterday	the day before, the previous day.
tomorrow	the following day, the next day.
last night	the night before, the previous nignt.
here	there.
ago	before.
now	then

Example:

(137) (a) "I shall see you here tomorrow", said Andrew.

(b) Andrew said that he would see me there the following day.

(138) (a) "We went home two weeks ago", said Amina.

(b) Amina said that they went home two weeks before.

V. Command.

In changing a command from direct to indirect speech, the imperative word changes to the infinitive as in:

(139) (a) "Take the baby home", mother told me.

(b) Mother told me to take the baby home.

VI. Questions

In changing a question from direct to indirect speech:

(i) The statement order is used (subject + verb) instead of the question order (verb + subject);

(ii) The question mark is dropped;

(iii) Questions not beginning with interrogative words like 'why', 'what' and 'when' require the addition of 'if' or 'whether'.

Example:

(140) (a) "Will you bring the pots home?" Mother asked us.

(b) Mother asked us whether we would bring the pots home.

(141) (a) "What game are you playing?" Daddy asked Peter.

(b) Daddy asked Peter what game he was playing.

2.2.3.3. Tense Consistency.

When a single idea is expressed, the tense used should be consistent; that is, one should not shift from one tense to another because such shifts result in concord errors. Example:

(142) *We went to the bookshop but we cannot find
PT Pr.
the book we were looking for.
PT

But (143) We went to the bookshop but we
PT
could not find the book we were looking
PT PT
for.

(144) The title of the book is 'The River
Pr.
Between'.

*The book described culture conflicts in
PT
an African society.

But (145) The title of the book is 'The River Between'
Pr.
The book describes culture conflicts in
Pr.
an African Society.

Having looked at the three components of concord, it is clear that to study concord we need to look at sentences to see how the elements relate to each other so as to determine which element governs other elements. This provides a support for the eclectic approach which we shall adopt for our investigation. The model discussed in this chapter will be used in analyzing our data.

FOOTNOTES

1. 'Subraitive' is a term used by Tagmemic grammarians to indicate proper selection of one word to agree with another word.

2. The principle of proximity denotes agreement of verb with whatever noun or pronoun closely precedes it sometimes in preference to agreement with the headword. E.g. 'One of the boys come here every week', 'boy' is taken as the subject of the sentence according to the principle of proximity because it immediately precedes the verb.

3. When the antecedent may be either masculine or femine, the masculine pronoun is used to avoid the awkward use of two pronouns as in: Everyone ate his and her food. Again, English has no sex-neutral third person singular pronoun (i.e. one that expresses the common meaning of 'he' and 'she') so the plural pronoun 'they' is often used in informal English. Also, the principle of notional concord is sometimes used i.e. agreement of the verb with the subject based on the idea of number rather than the actual presence of the grammatical marker for that idea.

CHAPTER THREE

METHODOLOGY

3.0. Preamble

This chapter looks at the field method used for data collection: the subjects used, the test battery administered and the sampling procedure. It also looks at the framework of analysis.

3.1. Fieldwork Method

3.1.1. The Test Battery

The test battery consists of sixty items divided into three frames. By frames here we mean groupings or categories of concord.

The first frame comprises items 1-20 and it tests subject-verb concord. Some of the aspects of subject-verb concord which this frame tests are as follows:

(a) Subject-verb concord by number;

(b) Subject-verb concord by person;

(c) Compound subject verb concord.

Appendix A (items 1-20) presents the questions considered in frame one.

In frame two, we have items 21-40. This frame

examines pronoun-antecedent concord. The following is the list of some of the things examined under frame two:

(a) pronoun-antecedent concord by number;

(b) pronoun-antecedent concord by person;

(c) pronoun-antecedent concord by person, gender and case.

Appendix A (items 21-40) gives the questions used in frame two.

The third frame contains items 41-60 and it looks at tense concord. The following aspects of tense concord are examined:

(a) the conditional tense as in 'if' versus 'when' clauses;

(b) the reported speech as in 'direct' and 'indirect' speech;

(c) tense consistency: if the verb of the main clause is in the present tense then the verb of the subordinate clause has to be in the present tense.

Appendix A (items 41-60) presents the questions used in frame three.

These three frames are supplemented by essay writing on either of the following topics:

(1) the person who has influenced me in life;

(2) the falling standard of education in Nigeria;

The questions are found in appendix A (Essay Writing). Subjects were expected to write not more than three hundred and fifty words following the pattern of their 'Use of English' and 'General English' examination.

The two topics are chosen because they are current issues.

The test was administered by the researcher and some lecturers in the three institutions.

3.1.2. Subjects

One hundred subjects were selected from three tertiary institutions in Kaduna state. The institutions are:

(1) Kaduna State College of Education, Kafanchan.

(2) Kaduna Polytechnic (including three satellite Campuses: College of Administrative and Business Studies (CABS), College of Environmental Science (CES) and College of Science and Technology (CST).

(3) College of Advanced Studies (CAS), Zaria.

Of these institutions, the first and the third (Kaduna State College of Education, Kafanchan and College of Advanced Studies, Zaria) are owned by the Government of Kaduna State while Kaduna Polytechnic is owned

jointly by the eleven northern states originally represented by the Interim Common Services Agency (ICSA).

Subjects in the three institutions have one thing in common; they all offer 'General English' or 'Use of English' as a service course in addition to their various subjects of study. In Kaduna Polytechnic and College of Advanced Studies, Zaria, students attend two periods of 'Use of English' each week. In College of Education, Kafanchan students attend three periods of 'General English'. each week.

Four groups of subjects of twenty five students each are used in this study. This is to allow for easy calculation and presentation of results in percentages.

In Kaduna State College of Education, Kafanchan, all years I and II students offer the General English course. This study examines both groups of students. The first year students are examined because they are just being exposed to the course so, they do not yet have a sound mastery of the skills of English grammar required of them. The second year students are used because they have now been exposed to the required skills and since the course is not offered in their

third year, which is their last year in the school, it is expected that at the end of their second year, they would be functionally and grammatically competent in English Language.

Two groups of subjects of twenty five students each are drawn from Kaduna State College of Education, Kafanchan. The first group is made up of year I students (N.C.E.I) drawn from four schools: six students from the School of Humanities, six students from the School of Vocational Education, other six from the School of Languages and seven from the School of Sciences. The rationale for choosing six students from three schools and seven from one school is to have an almost even distribution of students from the various departments reflected in the different schools. Another reason for having such numbers is to come up with a total number of twenty five students which is the number used in each group for this study.

The second group of subjects drawn from Kaduna State College of Education, Kafanchan, comprises year II students (N.C.E II) drawn from four schools as follows: six students from the School of Vocational Education, six from the School of Languages, six from the School of Humanities and seven from the School of Sciences, also making a total of twenty five subjects. The rationale for selecting such

number of students from the different schools is to have an almost even distribution of students drawn from the different schools. Another reason is to have students representing the different departments reflected in the four schools so that our study will give a fair account of the students' performance.

The group of students examined in Kaduna Polytechnic is made up of National Diploma I (NDI) students. The diploma course is taken for two years during which period students also offer 'Use of English', but only continue with the course in the second year if they do not pass it in the first year. That is to say that the 'Use of English' course is offered mainly in the first year. In this study, subjects are drawn from the first year students only.

Subjects who write the test in Kaduna Polytechnic are twenty five in number. They are drawn from five departments, five students each. The departments are: Civil Engineering, Agricultural Engineering (both from CST Campus); the department of Urban and Regional Planning and the department of Land and Survey (both from CES campus); the department of Secretarial Studies (CABS campus). The rationale for choosing students from the three campuses is to present a fair account of the performance of students representing the different

campuses. The non availability of staff to assist in conducting the test restricted the researcher to select only five departments. Again, the number of students still amounts to twenty five which is the number used in each group.

The last group of subjects is drawn from the College of Advanced Studies, Zaria. At the time of this study, only year II students were available because this programme was being phased out to allow for the take-off of the Kaduna State Polytechnic. Because of this, there was no year I intake. The year II students are expected to have acquired the basic language skills for effective communication and in preparation for their IJMB (Interim Joint Matriculation Board) examination.

Subjects used in this study from the College of Advanced Studies, Zaria, are drawn from three groups:[1] the Arts, Social Sciences and Sciences. Ten students are drawn from the Arts group, nine from the Social Sciences and six from the Science. The rationale for selecting ten students from the Arts group is that students in that group out number those in the other groups. The Social Sciences group also out number the Science group, and the Science group with the least population presents the least number of students. It

is expected that the number of subjects drawn from each group would give a fair representation of the students in the school in general.

This study is expected to compare the performance of year I students in Kaduna State College of Education, Kafanchan with year I students in Kaduna Polytechnic in the use of concord. Similarly, the performance of year II students in Kaduna State College of Education, Kafanchan will be compared with that of year II students in College of Advanced Studies, Zaria.

It is expected that the year I and II students are not on the same level of competence that is why the study does not compare year I with II students but if our results proove otherwise, a comment will be made in that respect.

3.1.3. Sampling Procedure

Subjects who wrote the test were picked randomly. The General English and Use of English periods were used for the test. The period for General English and Use of English lasts one hour but staff and students volunteered to stay longer in order to complete the test. The test was conducted in examination condition and most students finished within one and half hours. Lecturers assisted by invigilating the test.

3.1.4. Ethical Issues in Fieldwork

The researcher is satisfied that the school authorities where the tests were conducted were duely informed about the study and they gave their approval. The teachers and students were informed and were satisfied that the study was not going to have adverse effect on their programme.

3.2. Framework of Analysis

The essays were read and the test marked to give a general impression of the students' use of concord. A careful classification of the type of concord errors made was worked out according to the three frames (given in 3.1.1). The percentage value was worked out.

Scores were given based on formal English usage of concord and such scores are presented in percentages. Eight tables are presented:

Table 1 - This gives an over-all analysis of results - item by item. It presents the performance of students from each school.

Table 2 - Analysis is given according to the three frames:

(a) Frame 1 (1-20) Subject-Verb Concord;
(b) Frame 2 (21-40) Pronoun-Antecedent concord;

(c) Frame 3 (41-60) Tense Concord.

Table 3 - Analysis of results based on the performance of year I students in Kaduna State College of Education, Kafanchan. Analysis is given according to the three frames.

Table 4 - Analysis of the performance of year II students in Kaduna State College of Education, Kafanchan based on the three frames.

Table 5 - Analysis of the performance of year II students in College of Advanced Studies, Zaria based on the three frames.

Table 6 - Analysis of the performance of year I students in Kaduna Polytechnic according to the three frames.

Table 7 - Over-all analysis of the performance of year I students in College of Education, Kafanchan and Kaduna Polytechnic. The analysis is given according to the three frames.

Table 8 - Over-all analysis of the performance of year II students in College of Education, Kafanchan and year II students in College of Advanced Studies, Zaria. The analysis is based on the three frames.

FOOTNOTES

1. Each of the three groups consists of related subjects in that area. The Arts group consists of subjects like English, Hausa-languages generally. The Social Science group consists of subjects like Geography, Economics and other related subjects and the Science group comprises all science subjects like Physics, Chemistry, Maths, etc.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

4.0. Preamble

This chapter presents the analysis of our data and discusses some of the possible causes of concord errors among students of tertiary institutions in Kaduna State. It also attempts to identify the implications of the study for students, teachers and education planners. Though limited to Kaduna State because of ethnic background and other social indices, we assume that our findings are generaliseable for tertiary level education throughout Nigeria.

4.1. Results Profiles

The results are discussed according to the following frames:

(a) Frame I (items 1-20) Subject-Verb Concord;

(b) Frame II (items 21-40) Pronoun-Antecedent Concord;

(c) Frame III (items 41-60) Tense Concord.

Frame I: Subject-Verb Concord

It was assumed that students of tertiary institutions use sentences that violate concord rules, so there is no agreement between subjects and their verbs. Table I presents an overall performance of

students in the three institutions. Items 1-20 give the correct responses (in percentage) of students in the test with respect to subject-verb concord.

TABLE 1

Responses in Percentage

OVER-ALL ANALYSIS OF RESULTS: ITEM BY ITEM

ITEM NO.	GROUP 1A N.C.E. I (KAFANCHAN)	GROUP 1B N.C.E.II (KAFANCHAN)	GROUP 2 C.A.S. (ZARIA)	GROUP 3 KADPOLY (KADUNA)
1	96	92	92	96
2	84	76	80	68
3	44	56	52	36
4	96	100	96	100
5	76	80	88	92
6	72	64	80	68
7	100	92	88	92
8	32	16	20	20
9	56	48	52	56
10	88	92	92	92
11	60	32	26	60
12	64	56	64	70
13	68	68	64	72
14	16	16	12	28
15	32	44	52	36
16	44	68	40	40
17	52	68	44	68
18	44	44	40	76
19	56	84	88	64
20	68	60	64	80
AVERAGE	62.4	62.2	61.8	65.6

21	76	76	36	72
22	60	52	48	80
23	64	76	76	92
24	96	100	96	100
25	96	80	76	100
26	56	80	40	52
27	40	72	32	20
28	80	88	84	88
29	88	84	60	60
30	96	92	96	100
31	80	68	64	72
32	16	08	04	32
33	96	92	84	96
34	96	96	96	100
35	84	88	96	100
36	76	80	52	52
37	20	40	32	36
38	88	88	76	100
39	92	92	100	100
40	96	92	96	100
AVERAGE	74.8	77.2	67.2	77.2
41	60	56	44	60
42	20	12	20	32
43	12	16	36	40
44	60	44	40	88
45	44	64	28	72
46	56	68	56	84
47	40	32	28	68
48	56	60	56	72
49	52	60	36	56
50	64	64	24	60
51	48	56	68	80
52	40	60	72	76

53	96	100	88	100
54	60	36	40	52
55	68	60	56	72
56	36	32	24	52
57	40	24	20	44
58	08	12	12	12
59	36	36	48	40
60	52	40	32	48
AVERAGE	47.4	46.6	41.4	60.4

40 is the cut-off point following the three institutions' grading system. Subjects who score less than 40 are considered as having failed the course. We shall also use the same grading system in our study.

Taking the institutions one after the other according to the groups presented on the table, we shall discuss the results based on the three frames. As earlier stated, items 1-20 test subject-verb concord.

Subjects in group 1A scored less than 40 in items 8, 14 and 15. The following are the concord errors made by subjects in group 1A. The sentences show that there is no agreement between the subjects and their verbs.

8. To have loved and lost is an experience
   Subj. Sg. V.Sg.
   most humanity have suffered.
   Subj.Sg. V.Pl.

14. This set of plates cost one hundred naira.
    HN Subj.Sg. V.Pl.

15. Some of the sugar were stolen from
    Pron. Subj.Sg. V.Pl.
    the store.

Similar errors are observable in students essays as follows:

1. Although I seems to be very stubborn...
   1st pers..Sg. 2nd pers.Sg.
   she still have the motherly love for me.
   Subj.Sg. V.pl.

2. There are other people that influences
   Subj.Pl. V.Sg.
   me.

3. My daddy also have done me a favour.
   Subj.Sg. V.Pl.

4. Every Society has its own instructor
   Subj.Sg. V.Sg. Subj.Sg.
   who lead them accordingly.
   V.Pl.

5. A Child need to have good background
   Subj.Sg. V.Pl.
   of teaching from his primary school before going to Secondary School.

6. The student have to walk some kilometres.
   Subj.Sg. V.Pl.

7 The teacher feel reluctant in everything.
   Subj.Sg. V.Pl.

8. It is my parents who has influenced me most.
   Subj.Pl. V.Sg.

9. I disrespect no one and no one disrespect me.
   1st Per.Sg. 1st per.Sg. Subj.Sg. V.Pl.

10. The establishment of the 6-3-3-4 system of education have also raised the money....
    HN Subj.Sg. V.Pl.

11. Parents do not care if their children does not attend school.
    Subj.Pl. V.Pl. Subj.Pl. V.Sg.

12. The system of boarding schools have been abolished in most schools.
    HN Subj.Sg. V.Pl.

Subjects in group 1B also present us with concord errors identified in items 8, 11 and 14 where subjects scored less than 40. Errors observable in the items are as follows:

8. To have loved and lost is an experience
   Subj.Sg. V.Sg.
   most humanity have suffered.
   Subj.Sg. V.Pl.

11. Where is Hassan and Audu?
    V.Sg. Subj.Pl.

14. This set of plates cost one hundred naira.
    HN Subj.Sg. V.Pl.

Students' essays also present concord errors similar to those listed above. Such errors are observable in the following sentences where there is lack of concord between subjects and their verbs.

1. Education differentiate a person from
   Subj.Sg. V.Pl.
   various individuals.

2. Education do not die even after a person's
   Subj.Sg. V.Pl.
   death.

3. Each time he normally pay us a visit.
   Subj.Sg. V.Pl.

4. Lack of enough and qualified teachers in
   Subj.Sg.
   our schools is one of the things that
   V.Sg. HN Subj.Sg.
   are making the standard of education
   V.Pl.
   to fall in Nigeria.

5. The ministry of education have some of the
HN Subj.Sg. V.Pl.
blame because it is responsible for education in primary and post primary institutions.

6. From my point of view, this are
Subj.Sg. V.Pl.
the reasons for the falling standard of education.

7. ... he take care of his family.
Subj.Sg. V.Pl.

8. ... that friend love me so dearly that
Subj.Sg. V.Pl.
he don't want to see himself far
Subj.Sg. V.Pl.
away from me, he always want to come
Subj.Sg. V.Pl.
close to me in order to be guiding me.

9. ... a lot of the students gives their
HN Subj.Pl. V.Sg.
minds up to transportation.

10. Nigeria has created the barriers that
Subj.Sg. V.Sg. Subj.Pl.
makes her fall greatly in the standard of
V.Sg.
education.

11. ... when they go to teach they lacks
Subj.Pl. V.Sg.
the methods and techniques to maintain their students' interest, therefore
students doesn't pay attention.
Subj.Pl. V.Sg.

12. Parents doesn't encourage students to read
Subj.Pl. V.Sg.
their books at home and students themselves
Subj.Pl.
doesn't participate in the school.
V.Sg.

Subjects in group 2 in a similar vein made subject-verb concord errors in items 8, 11, 14 by scoring less than 40. The analysis will not be repeated here because it is exactly the same with what we have in group 1B. Again, students' essays present us with subject-verb concord errors as follows:

1. This also lead to the failure of
Subj.Sg. V.Sg.
education in Nigeria.

2. Many factors has contributed to the
Subj.Pl. V.Sg.
fallen standard of education.

3. He has qualities that stands out.
Subj.Sg. V.Sg. Subj.Pl. V.Sg.

4. They only relies on what their lecturers
Subj.Pl. V.Sg.
taught them.

5. All these habits of Ahmadu has influenced
HN Subj.Pl. V.Sg.
me.

6. As some of us in this country is aware
   Pron. Subj.Pl. V.Sg.
   of the poor condition of our education in Nigeria....

7. Some of the reasons why the standard of
   Pron. Subj.Pl.
   education has fallen is due to lack of
   V.Sg.
   schools.

8. ... by this time my mother have so much
   Subj.Sg. V.Pl.
   put efforts to ensure that before I grow any further I must have learnt to be morally well behaved.

9. I want to say more on what
   1st pers.Sg. 1st pers.Sg.
   my fellow students says.
   Subj.Pl. V.Sg.

The last group of informants-group 3 scored less than 40 in items 3, 8, 14 and 15. The sentences also show lack of concord between subjects and verbs as follows:

3. Although his explanations of the ionization
   HN Subj.Pl.
   process was detailed and aided by charts,
   V.Sg.
   I was still confused.

8. To have loved and lost is an experience
   Subj.Sg. V.Sg.
   most humanity have suffered.
   Subj.Sg. V.Pl.

14. This set of plates cost one hundred naira.
HN Subj.Sg. V.Pl.

15. Some of the sugar were stolen from the
Pron. Subj.Sg. V.Pl.
store.

Similar errors observable in subjects' essays are as follows:

1. In the post, primary education which is
HN Subj.Sg.
the basis of education were regarded much.
V.Pl.

2. Most teachers that are employed to teach
HN Subj.Pl.
finds it difficult.
V.Sg.

3. There is no books and apparatus for
V.Sg. Subj.Pl.
students to learn.

4. The points already discussed has contributed
HN Subj.Pl. V.Sg.
to the fallen standard of education.

5. Some of the teachers who teaches in
Pron. Subj.Pl. V.Sg.
the primary schools...

6. Parents contributes much in the back-
Subj.Pl. V.Sg.
wardness of the educational standards.

7. Among the people that has influenced me
Subj.Pl. V.Sg.
in life, my aunt did influence me the most.

From the foregoing it is clear that students of tertiary institutions make use of sentences that lack concord between subjects and their verbs. They use sentences that violate concord rules. One of concord such rules states that if the subject of the sentence in singular, the verb also is singular and if the subject is plural the verb is plural.

It was also assumed that students use sentences that lack concord between pronouns and their antecedents. This is discussed in the next frame.

Frame II: Pronoun-Antecedent Concord.

Table 1 (items 21-40) presents an over-all performance of subjects in the three institutions with respect to pronoun-antecedent concord. 40 is still the cut-off point.

From the table, it is observable that group 1A scored less than 40 in items 32 and 37. The concord errors observable from the two items are as follows:

32. Anybody (↓ Ant.Sg.) who joins politics knows that they (↓ Pron.Pl.) will have to take criticism.

37. Either the sponsors or the producer
(Ant.Sg. ↓ ; HN ↓↓)
admits that they did the work thoroughly.
(Pron.Pl. ↓)

Subjects' essays also provide us with sentences that violate the pronoun-antecedent concord rules. Some of the sentences are as follows:

1. If you look at our parents who first
(Ant.Pl. ↓)
attended primary four, he is better than
(Pron.Sg. ↓)
he who is in the university.

2. Since they have not acquired much training,
(Ant.Pl. ↓)
they can't effectively teach students
(Ant.Pl. ↓)
what they themself don't know.
(Ant.Pl. ↓ ; Wr.Ref. ↓)

3. Looking at the children themself - there
(Ant.Pl. ↓ ; Wr.Ref. ↓)
are unserious ones.

In group 1B, subjects scored less than 40 in item 32 only. The sentence is as follows:

32. Anybody who joins politics knows that
(Ant.Sg. ↓)
they will have to take criticism.
(Pron.Pl. ↓)

Subjects' essays also show concord errors with respect to frame II. Some of the errors are observable in the following sentences:

1. ... because they understand things
   (things → Ant.Pl.)
   better when they see it than when they
   (it → Pron.Sg.)
   don't.

2. Pupils or students who sit on the floor
   (Pupils or students → Ant.Pl.)
   or stand in the class or have his class
   (his → Pron.Sg.)
   under the tree will definitely not do
   well in his class work.
   (his → Pron.Sg.)

In group 2, subjects scored less than 40 in items 21, 27, 32 and 37. Concord errors observable in the items are as follows:

21. Each of the mathematicians is presently
    (Each → Pron.; mathematicians → Ant.Sg.)
    working as their own approach to teaching
    (their → Pron.Pl.)
    calaulus.

27. Neither of them has tried to increase
    (Neither → Pron.; them → Ant.Sg.)
    their reading speed.
    (their → Pron.Pl.)

37. Either the sponsors or the producer
Ant.Sg. HN.
admits that they did the work thoroughly.
Pron.Pl.

In subjects' essays, no error was found under frame II.

In group 3, subjects scored less than 40 in items 27, 32 and 37. The concord errors observable in the items have already been identified in sentences in groups 1A to group 2.

Subjects' essays also provide us with concord errors with respect to pronouns and their antecedents as follows:

1. In boarding schools students may have
Ant.Pl.
time for his class work and other
Pron.Sg.
activities.

2. My aunt is the ones that gives me
Ant.Sg. Pron.Pl.
encouraging words.

It is observable from the sentences given that students make pronoun-antecedent concord errors. These errors do not seem to be as many as the type observable in frame I. However, they are significant because subjects' non attainment

of 100% with respect to pronoun-antecedent concord shows that they still have problems in that area.

Frame III. Tense Concord

It was also assumed that subjects use sentences that lack concord with respect to tense usage. Items 41-60 test this.

In group 1A, subjects scored less than 40 in items 42, 43, 56, 57, 58 and 59. The errors observable from the items are as follows:

42. The car used to start (M.cl. PT) if you pull out the (Cond.cl. Pr.) choke.
or
The car would start (M.cl. cond.) if you pull out the (Cond.cl. Pr.) choke.

43. If you slept with all the windows closed (Cond.cl. PT.) you will wake up with a headache in the (M.cl. Fut.) morning.

56. We were trying (Pr.cont.) to find out what is (Pr.S) his state of origin but he wouldn't (cond.) tell us.

57. The fan is making a lot of noise as it
Pr.cont.
span round overhead.
PT.S.
or
The fan has made alot of noise as it
Pr.Perf.
span round overhead.
PT.S.

58. He warned them that if they eattoo much
PT.S. Cond.cl.
Pr.
they would not have a sound sleep.
M.cl.
cond.

59. He spent more time preparing himself
PT.S.
than she does.
Pr.S.

Some of the tense concord errors observable in subjects' essays are as follows:

1. She took care of me from the time I
PT.S
was born till the time I was able to do
PT.S. PT.S.
most of the things myself... she will also
Fut.
breastfeed me and give me my bath at necessary interval after, she will put
Fut.
me bed.

2. We had already wished that we will try
PT.Perf. Fut.
our best and see that we were also
PT.S.
admitted into the secondary school.

3. I continue with my primary school which
Pr.S.
lasted for seven good years.
PT.S.

4. Before in secondary school textbooks
are being provided for the school and
Pr.cont.
qualified teachers are being employed
Pr.cont.
not now that everybody can just go
Pr.
and start teaching.

5. Some years back, people are forced
Pr.
to acquire education.

6. Sometimes I would hide myself if I don't
M.cl. Cond.cl
cond. Pr.
want to go to school and when she found
PT.S.
out from my teacher she would punish me
cond.
and advises me the more on the need to be
Pr.S.
educated.

In group 1B, subjects also use sentences th. t violate tense concord rules. Items 42, 43, 47, 54, 56, 57, 58 and 59 present tense concord errors where subjects score less than 40. Items 42, 43, 56, 57, 58 and 59 have been analyzed in our discussion under group 1A so the analysis will not be repeated here. The other examples of tense concord errors are as follows:

47. He said that he is going to enjoy himself.
PT.S. Pr.cont.
Or
He said that "I am going to enjoy myself".
PT.S. Pr.cont.

54. It always rained alot this time of the
PT.S.
year and it's good for the soil.
Pr.S.

Some of the essays from which tense concord errors feature have the following sentences:

1. A book that will cost ten naira before,
Fut.
that is ten years ago, now it will cost
Fut.
you fifteen naira.

2. This desirable situation begins in 1982
Pr.S.
up to today.

3. I was born in Benue state when my father
   PT.S.
   is a mere constable in the police, my
   Pr.S.
   father provides the necessary needs to my
   Pr.S.
   mother for my feeding and for my health.

4. I stayed for two years without anything
   PT.S.
   doing but my father used to give me some
   PT.S.
   money to comfort me when I am thinking.
   Pr.cont.

5. In spite of what he does to me I used
   Pr.S. PT.
   admire his way of life which influenced
   PT.
   me and I hope to be like him in the near
   Pr.
   future.

6. These friends used to call me to parties
   PT.
   whereby they will be smoking.
   Fut.

Subjects in group 2 also use sentences that show tense concord errors. Items 42, 45, 47, 49, 50, 56, 57, 58. and 60 are sentences with tense concord errors. Sentences in the following items: 45, 49, 50 and 60 will be analyzed here, the other

items have already been discussed.

45. He wanted (PT.S.) to know how many copies of his book will I buy. (Fut.)

49. He must think (Pr.S.) I disliked (PT.S.) him because I seem (Pr.S.) to be trying to escape from him.

Or

He must think (Pr.S.) I am disliking (Pr.cont.) him because I seem (Pr.S.) to be trying to escape from him.

50. She is (Pr.S.) very pretty and resembled (PT.S.) her mother.

60. He leaps (Pr.S.) up in rage. 'Where do you think you are going?' He shouted. (PT.S.)

Some of the essays from which tense concord errors feature in group two, have the following sentences:

1. Ahmadu was (PT.S.) a very brilliant boy who falls (Pr.S.) within positions one to five in every terminal exam.

2. He often asked, "Do you have something with
(asked: PT.S.)
you?" He asks this when he wants me to
(asks: Pr.S.; wants: Pr.S.)
share some amount of money he has.
(has: Pr.S.)

3. These teachers should be asked to have extra time for lectures with their students both in the secondary and primary levels so that when they get or go
(get or go: Pr.)
high they were able to qualify to become
(were: PT.)
even lecturers or doctors, they will not
(will not: Fut.)
have problems.

4. I was not ready to help in the house
(was: PT.S.)
work, cannot take my bath, talkless
(cannot take: Pr.S.)
of cooking in the house. Anytime they speak to me concerning any of these I
(speak: Pr.S.)
will only fix my eyes on these children
(will only fix: Fut.)
and say if they will not do the work,
(if they will not do the work: Cond.cl. Fut.)
I also will not . Things continue in this
(I also will not: M.cl. Fut.; continue: Pr.S.)
way.

5. Elizabeth, being a good friend saw (PT.S.) all these bad habits in me. She try (Pr.S.) by all means to come very close to me and always speak to me in a polite manner.

6. The cost of materials is usually seen (Pr.) as one of the factors which led (PT.) to the fallen stnadard of education.

7. In fact these things had (PT) to improve if not the educational standard will continue (Fut.) to fall.

8. ... this did not stop (PT.) at this level it includes (Pr.) also the secondary level.

9. They do not have (Pr.S.) good techniques for their students to understand what they were teaching (PT.cont.)

10. If the roof of the school happened to (Cond.cl. PT.) collapse it is their parents who will (M.cl. Fut.) contribute.

11. Even those that have the brain may be
Pr.S.
their parents did not have money so
PT.S.
they are being asked to stay at home.
Pr.cont.

In group 3, subjects scored less than 40 in items 42 and 58. The following sentences contain tense concord errors.

42. The car used to start if you pull out
M.Cl. PT. Cond.Cl. Pr.
the choke.

58. He warned them that if they eat too much,
PT. Cond.Cl. Pr.
they would not have a sound sleep.
M.cl. cond.

Tense concord errors which feature in subjects' essays in group 3 are as follows:

1. Children were ready to learn as government
PT.
provides incentives to them.
Pr.

2. He was so nice and kind to me and
PT.
usually comes to assist me when I need
Pr. Pr.
assistnace.

3. He called (PT.S.) me and after reviewing my problems, he said (PT.S.) he will not (Fut.) go on retirement until he sees (Pr.S.) that I have completed (Pr.Perf.) my studies.

4. He made (PT.S.) me understand that what he was all trying (PT.cont.) to do is (Pr.S.) to see me through.

5. My mother was (PT.S.) the one who provides (Pr.S.) all the things I need. (Pr.S.)

6. When I was (PT.) in the primary school, this man made (PT.) sure that I do (Pr.) my assignment that I was given. (PT.)

7. Whenever there was (PT.) any quiz competition between my school and other schools, he made (PT.) sure that I am (Pr.) one of the competitors.

From the sentences given and analyzed with respect to frame III, it is observable that students

of tertiary institutions use sentences that violate concord rules.

The following table gives a summary of subjects' performance in each of the three frames. It is an over-all analysis of the results frame by frame. Each frame is worked out for each group by adding the percentage score in each item and dividing it by twenty which is the total number of items in each frame.

Table 2.

OVER-ALL ANALYSIS OF RESULTS - FRAME BY FRAME.

Percentage of Correct Responses.

CONCORD VARIABLES	GROUP 1A N.C.E.1 (KAFANCHAN)	GROUP 1B N.C.E.II (KAFAN-CHAN)	GROUP 2 C.A.S. (ZARIA)	GROUP 3 KADPOLY (KADUNA).
FRAME I SUBJECT-VERB CONCORD	62.4	62.2	61.8	65.6
FRAME II PRONOUN-ANTECE-DENT CONCORD	74.8	77.2	67.2	77.2
FRAME III TENSE CONCORD.	47.2	46.6	41.4	60.4

Starting with frame I, the table shows that group 1A scored 62.4%, group 1B, 62.2%, group 2, 61.8% and group 3, 65.6%. It is generally observable that subjects use sentences with subject-verb concord errors at percentages ranging from 34.4 to 38.2. Items which the four groups of informants found most difficult and as such scored less than 40% in are items 8, 11, 14 and 15. The following sentences contain errors observable in the items listed.

8. To have loved and lost is an experience
   (Subj.Sg. / V.Sg.)
   most humanity have suffered.
   (Subj.Sg. / V.Pl.)

11. Where is Hassan and Audu?
    (V.Sg. / Subj.Pl.)

14. This set of plates cost one hundred naira.
    (HN Subj.Sg. / V.Pl.)

15. Some of the sugar were stolen.
    (HN Subj.Sg. / V.Pl.)

The poor performance in the items given could be due to the complex nature of the sentences. In item 14, for example, subjects think that 'plates' govern the choice of the verb form

probably because it stands close to the verb. In items 8 and 15, subjects find it difficult to distinguish between singular and plural nouns and that probably accounts for the errors in the items.

In frame II, group 1A scored 74.8%, group 1B, 77.2%, group 2, 67.2% and group 3, 77.2%. Three groups (1A, 1B and 3) scored less than 40% in item 32. Groups 1B, 2 and 3 scored less than 40% in item 37 and two groups scored less than 40% in item 27. The snetences given are as follows:

27. Neither of them has tried to improve
Pron. Ant.Sg.
their reading speed.
Pron.Pl.

32. Anybody who joins politics knows that
Ant.Sg.
they will have to take criticism.
Pron.Pl.

37. Either the sponsors or the producer admits
Ant.Sg. HN
that they did the work thoroughly.
Pron.pl.

The sentences show that there is no concord with respect to pronoun and antecedent. This may

be due to the fact that subjects are not conversant with concord rules. In item 27, 'Neither' is the headword that governs the choice of the pronoun but subjects chose 'them'. In item 32, subjects used the principle of notional concord to choose a plural pronoun which in turn disagrees with its antecedent. Item 37, is a complex sentence containing two nouns in the subject position but subjects were probably not conversant with rule that states that the pronoun agrees with the closer noun to it when two nouns in subject position are joined by a co-ordinating conjunction. In the three sentences given, one would have thought that the singular verb forms used would give subjects clues to choose singular pronouns but subjectsdmade a wrong choice.

Frame III examines tense concord. The results are as follows: group 1A scored 47.2%, group 1B, 46.6%, group 2, 41.4% and group 3, 60.4%. Subjects in the four groups scored less than 40% in items 42 and 58, three groups of subjects (1A, 1B & 2) scored less than 40% in items 43, 56 and 57 and two groups (1B & 2) scored less than 40% in item 47, Groups 1A and 1B also scored less than 40% in item 59. The sentences are as follows:

42. The car used to start if you pull out the choke.

M.cl. PT. — Cond.cl. Pr.

47. He said that he is going to enjoy himself.
PT. S. Pr. cont.

56. We were trying to find out what is his
PT. Pr.
state of origin.

57. The fan is making a lot of noise as
Pr.
it span round overhead.
PT.

58. He warned them that if they eat too much
PT. Cond. cl.
Pr.
they would not have a sound sleep.
M. cl.
cond.

59. He spent more time preparing himself
PT.
than she does.
Pr.

From the sentences, it is observable that tense concord is a major problem area to students. Students do not seem to know the rules governing the choice of verb forms to agree with each other.

The three frames discussed, show that tense concord is the most difficult of the three types of concord. However, the non attainment of 100% in the other two types of concord also show that students seem to have problems with concord generally. One possible cause for concord errors

could be the influence of mother tongue.

We shall look at the performance of individual groups taking one after the other. We shall again discuss each group frame by frame. This is presented in tables 3, 4, 5 and 6.[1] The average scofes are arrived at by adding up the percentage score in each item from each department in the case of Kaduna Polytechnic, each school with fespect to Kaduna State College of Education, Kafanchan and each group in the case of College of Advanced Studies, Zaria. The percentage scores are added up and divided by 20 which is the number of items in each frame.

Table 3.

KADUNA STATE COLLEGE OF EDUCATION, KAFANCHAN
N.C.E. I - AVERAGE SCORE, FRAME BY FRAME.

CONCORD VARIABLE	SCHOOL OF HUMANITIES	SCHOOL OF VOCATIONAL EDUCATION	SCHOOL OF LANGUAGES	SCHOOL OF SCIENCES
FRAME I Subject-verb Concord.	63.3	61.6	64.1	62.8
FRAME II Pronoun-Antecedent Concord.	71.6	71.7	84.2	76.4
FRAME III Tense Concord	39.9	50.8	54.1	46.4

Frame I.

Subjects from the four schools scored less than 40% in item 14. Subjects from three schools (humanities, Vocational Education and Languages) performed poorly in item 8. Again subjects from the schools of Languages, Humanities and Sciences performed poorly in item 15. Subjects from the school of Humanities and Languages performed poorly in item 18. Most of the items given here have already been analyzed but an additional one is as follows:

18. The committee (Subj.Sg.) have (V.Pl.) presented its report to the registrar.

Frame II.

Subjects from the schools of Humanities, Vocational Education and Sciences scored less than 40% in item 32. Subjects from the Schools of Vocational Education, Languages and Sciences performed poorly in item 27. One of the sentences that shows pronoun-antecedent concord error is:

27. Neither of them (Pron. Ant.Sg.) has tried to increase their (Pron.Pl.) reading speed.

Frame III.

Subjects from the four schools performed poorly in items 42, 43 and 58 and subjects from three schools (Humanities, Vocational Education and Languages scored less than 40% in item 52. Subjects in the school of Humanities and Sciences scored less than 40% in items 44, 51 and 59 while those in the Schools of Languages and Sciences performed poorly in item 57. The following sentence is one of the sentences which shows lack of concord with respect to tense:

52. She asked (PT) Mr. Obi whether he minds (Pr.)
conveying her down to the market.

From the foregoing, it can be seen that concord errors are prominent in the different schools in N.C.E.I., Kafanchan. Subjects from the School of Languages performed much better in all the frames than those from the other schools. This may be due to the fact that they are exposed to English language skills both in their English Language classes and in their General English classes. This may then mean that they have more drills than their counterparts in other departments.

However, students' non attainment of 100% in any of the fremes still justifies our claim that they use concord wrongly.

Table 4 gives an average score of students in N.C.E. II. The same format used in table 3 is also used here.

Table 4.

KADUNA STATE COLLEGE OF EDUCATION, KAFANCHAN
N.C.E. II, AVERAGE SCORE, FRAME BY FRAME

CONCORD VARIABLES	SCHOOL OF VOCATIONAL EDUCATION	SCHOOL OF LANGUAGES	SCHOOL OF HUMANITIES	SCHOOL OF SCIENCES
FRAME I Subject-Verb Concord	61.6	66.6	59.1	61.3
FRAME II Pronoun-Antecedent Concord	80.8	81.6	80.0	72.1
FRAME III Tense Concord.	52.5	54.1	45.0	36.4

Frame I.

Subjects from the four schools scored less than 40% in items 8 and 14. Subjects in two schools (Vocational Education and Sciences) scored less than 40% in item 15 while subjects from the School

of Languages and Sciences scored less than 40% in item 3. Most of the sentences in the items given were analyzed in our discussion of table 1. We shall, however cite one example of the subject-verb concord error.

3. Although his explanations of the
HN Subj.Pl.
ionization process was detailed and
V.Sg.
aided by charts, I was still confused.

Frame II.

Subjects in the four groups scored less than 40% in item 32 while those in the Schools of Humanities, Vocational Education and Sciences performed poorly in item 37. Those from the Schools of Languages and Sciences performed poorly in item 22. One of the sentences that shows concord error with respect to Frame II is:

22. The state government is making efforts
Ant.Sg.
to help their students studying abroad.
Pron.Pl.

Frame III.

Subjects from the four Schools scored less than 40% in items 42 and 58 while those in three Schools

(Humanities, Vocational Education and Sciences) performed poorly in items 43 and 57. Those in the Schools of Vocational Education, Languages and Sciences scored less than 40% in item 56. Subjects from the Schools of humanities and languages performed poorly in item 44. Those from the Schools of Humanities and Sciences performed poorly in item 47 while those from the Schools of Vocational Education and Sciences performed poorly in item 54 and those from the Schools of Languages and Sciences scored less than 40 in item 59. The sentences in the items mentioned have already been analyzed. One of the sentences is:

44. I thought (PT) the way he spoke (PT) to you amounts (Pr.) to insolence.

Table 4 shows that students use sentences that lack concord with respect to the three frames. Like table 3, table 4 equally shows that students from the School of Languages performed better than students from the other Schools. Tables 3 and 4 show that there is a consistent low performance in frame III which is tense concord. This may be due

to the fact that students are not exposed to sufficient drills in that area.

The next table presents us with the average scores of subjects in College of Advanced Studies, Zaria.

Table 5.

COLLEGE OF ADVANCED STUDIES, ZARIA, YEAR II - AVERAGE SCORE, FRAME BY FRAME

CONCORD VARIABLE	ARTS	SOCIAL SCIENCES	SCIENCES
FRAME I Subject-Verb Concord	63.8	60.5	60.8
FRAME II Pronoun-Antecedent Concord.	67.2	64.5	71.6
FRAME III Tense Concord	50.5	37.5	35.8

Frame I.

Subjects from the three groups scored less than 40% in items 8, 11 and 14. Other poor scores are peculiar to each group, for example, only the Arts group scored less than 40% in item 18, only the Social Sciences group performed poorly in item 3 and only the Sciences group performed poorly

in items 16 and 17. Some of the items listed have been considered in our earlier discussion. However, one of the sentences that shows subject-verb concord error is:

16. A Scholar and Statesman are what he strives to become.
Subj.Sg. V.Pl.

Frame II.

Subjects in the three groups performed poorly in items 32 and 37 while those in the Arts and Social Sciences groups performed poorly in item 27. Subjects in the Arts group performed poorly in items 26 and 36 while those in the Social Sciences group scored less than 40% in item 21. The following sentence exemplifies the type of concord error observable in frame II.

26. Everyone of the children should have their own supplies.
Pron. Ant.Sg. Pron.Pl.

Frame III.

Subjects scored less than 40% in items 42, 50 and 57. Subjects from the Arts and Social

Sciences groups scored less than 40% in items 42, 49 and 57 while those in the Social Sciences and Sciences groups performed poorly in items 43, 44, 45, 47, 50, 56, 58 and 60. Some of the errors observable in this frame are:

50. She is very pretty and has resembled her
    ↓ Pr.P. ↓ Pr.Perf.
    mother.

60. He is leaping up in rage. 'Where do you
    ↓ Pr.cont.
    think you are going?' He shouted.
    ↓ PT.S.

Table 5 shows that concord errors are prevalent among students of College of Advanced Studies, Zaria which again justifies our claim.

The table shows a consistent low performance in frame III and a high performance in frame II. The low performance may be due to lack of sufficient drills in the area. Another cause could be that the sentences in frame III are more complex than those in the other two frames.

The next table presents the performance of students in Kaduna Polytechnic.

Table 6.

KADUNA POLYTECHNIC

NATIONAL DIPLOMA I - AVERAGE SCORE, FRAME BY FRAME

CONCORD VARIABLE	CIVIL ENGI-NEERING	AGRICULTURAL ENGINEE-	SECRE-TARIAL STUDIES	LAND SURVEY-ING	URBAN AND REGIONAL PLANNING
FRAME I Subject-Verb Concord	63.0	63.0	77.0	66.0	62.0
FRAME II Pronoun-Antece-dent Concord	74.0	77.0	77.0	78.0	80.0
FRAMEIII Tense Concord	48.0	63.0	70.0	58.0	63.0

Frame I

Subjects in three departments (Civil Engineering, Land Surveying & Urban and Regional Planning) scored less than 40% in item 8. In the departments of Civil Engineering, Agricultural Engineering and Urban and Regional Planning subjects performed poorly in item 14. In the departments of Agricultural

Engineering, Secretarial Studies and Land Surveying, subjects performed poorly in items 16 and 17. In the department of Urban and Regional Planning, subjects scored less than 40% in items 9 and 11. Some of the sentences given in the items have already been analyzed in our earlier discussion but one is used here as an example.

9. Workers on the line and each supervisor on
   (Subj.Pl.)
   the plant has the power to halt production
   (V.Sg.)
   if a defect in quality is found.

Frame II

Subjects in the departments of Civil Engineering, Agricultural Engineering, Land Surveying and Urban and Regional Planning scored less than 40% in item 27. Subjects in the departments of Land and Surveying and Urban and Regional Planning scored less than 40% in item 37. Subjects in the department of Civil Engineering performed poorly in item 26 and those in the department of Secretarial Studies performed poorly in item 36. One of the sentences that shows lack of concord with respect to frame II is:

36. Nobody (Ant.Sg.) should go out without their (Pron.Pl.)
    parents' permission.

Frame III.

Subjects in four departments (Civil Engineering, Secretarial Studies, Land Surveying and Urban and Regional Planning) performed poorly in item 58. Subjects in the departments of Civil Engineering and Land Surveying performed poorly in items 57 and 59. Those in the departments of Agricultural Engineering and Urban and Regional Planning scored less than 40% in item 42. Those in the departments of Secretarial Studies and Urban and Regional Planning performed poorly in item 43. One of the sentences that shows lack of concord with respect to frame III is:

58. He warned them that if they eat too much
PT. Cond.cl Pr.
they would not have a sound sleep.
M.cl. cond.

The table shows that subjects in Kaduna Polytechnic do not have very serious problems with respect to the use of concord. Tense concord which is a major problem area to most students in the other institutions discussed earlier on does not seem to be a serious problem in Kaduna Polytechnic. However, the

non attainment of 100% in any of the frames still justifies our assumption that students make concord errors.

Table 7 presents all year I subjects' results item by item. The performance of the four groups of year I students (N.C.E.I) in Kaduna State College of Education, Kafanchan and year I students (NDI) in Kaduna Polytechnic is presented. The groups are numbered 1-9. 1-4 represent the four Schools in N.C.E.I (Humanities, Vocational Education, Languages and Sciences) respectively. 5-9 represent the five departments in NDI (Civil Engineering, Agricultural Engineering, Secretarial Studies, Land Surveying and Urban and Regional Planning) respectively. The table presents the results in percentage and it gives the incorrect responses by subjects. The cut-off point is 60. Any group which scores more than 60 is considered as having performed poorly. The scores are rounded up to the nearest whole numbers.

Table 7

N.C.E.I AND ND I OVER-ALL ANALYSIS OF RESULTS - ITEM BY ITEM

	Percentage of Incorrect Responses.								
Item No	1	2	3	4	5	6	7	8	9
1	0	0	17	0	0	0	20	0	0
2	17	33	17	0	40	60	0	20	40
3	50	17	80	57	40	60	40	60	60
4	0	0	17	0	20	0	0	0	0
5	17	33	0	43	20	0	20	0	0
6	17	33	67	43	20	0	20	0	0
7	0	0	0	7	20	0	0	0	20
8	67	84	100	29	80	60	60	100	100
9	50	62	17	42	60	40	20	0	100
10	17	17	0	14	0	0	0	40	0
11	67	17	33	43	20	40	20	20	100
12	33	17	17	72	40	60	40	0	20
13	33	50	33	14	20	20	40	20	40
14	84	100	67	86	80	80	40	60	100
15	67	50	67	86	60	80	80	80	20
16	67	50	33	72	60	0	20	80	40
17	17	50	67	57	60	20	0	80	0
18	68	50	67	43	60	20	0	20	20
19	68	33	33	43	20	60	20	40	40
20	50	50	17	14	40	0	20	20	20
21	33	50	0	14	0	0	40	40	40
22	50	50	17	42	40	0	40	20	20
23	33	33	17	57	40	0	0	0	0
24	17	0	0	0	0	0	0	0	0
25	0	17	0	0	20	0	0	0	0
26	50	67	50	14	20	60	40	40	20

27	50	83	67	43	20	100	60	80	80
28	17	33	17	14	80	0	0	20	20
29	17	17	17	14	60	40	40	20	60
30	37	0	0	0	0	0	0	0	0
31	33	0	33	14	20	40	40	20	0
32	83	67	0	86	40	60	40	80	100
33	0	0	0	14	20	20	0	0	0
34	17	0	0	0	80	0	0	0	0
35	17	0	0	43	60	0	20	0	0
36	17	50	17	14	60	60	80	40	40
37	33	100	100	86	60	80	60	80	40
38	33	0	0	14	60	0	0	0	0
39	33	0	0	0	20	0	0	0	0
40	17	0	0	0	40	0	0	0	0
41	67	17	33	43	80	40	20	20	40
42	83	67	100	76	60	80	60	40	100
43	100	83	100	76	60	40	80	40	80
44	67	17	0	76	0	0	20	40	0
45	83	67	33	43	40	0	20	60	20
46	50	33	33	57	40	20	0	0	20
47	67	67	67	43	60	20	0	20	60
48	67	33	17	57	0	40	40	40	20
49	83	33	50	29	60	60	20	60	20
50	33	33	50	29	60	40	60	40	0
51	67	50	17	72	40	20	0	20	20
52	67	67	67	43	60	40	20	0	0
53	17	0	0	0	0	0	0	0	0
54	33	67	17	43	60	60	20	20	80
55	33	33	17	43	60	40	0	20	20
56	50	67	83	57	60	60	40	40	40
57	50	50	67	76	80	40	20	100	40
58	83	100	100	86	100	60	80	100	100
59	83	67	33	76	80	40	60	80	40
60	50	33	33	86	40	40	40	100	40

Items 1-20: Subject-Verb Concord

With respect to items 1-20, Subjects in N.C.E.I and NDI have similar problems. This is reflected in their poor performance in items 8, 9, 11, 14, 15, 16 and 17. Here, items 8, 11 and 17 are used as examples to show concord errors.

8. To have loved and lost is an experience
   Subj.Sg. V.Sg.
   must humanity have suffered.
   Subj.Sg. V.Pl.

11. Where is Hassan and Audu?
    V.Sg. Subj.Pl.

17. The lecturer announces to the class that
    Subj.Sg. V.Sg.
    anyone who fail his test will repeat the
    Subj.Sg. V.Pl.
    session.

Of the two institutions, only subjects in N.C.E.I use sentences that lack concord in items 3, 6, 12, 18 and 19. Using items 3 and 19 as examples, the following errors are observable:

3. Although his explanations of the ionization
   HN Subj.Pl.
   process was detailed and aided by charts,
   V.Sg.
   I was still confused.

It is generally observable that subjects in NDI performed better than those in N.C.E.I with respect to subject-verb concord. The reason for this could be that subjects in NDI might have attended special primary and post-primary schools where they were better exposed to drills with respect to subject-verb concord than their counterparts in N.C.E.I. It could also be that teachers of subjects in NDI give their students more drills on subject-verb concord than their counterparts who teach subjects in N.C.E.I.

Items 21-40: Pronoun-Antecedent Concord

Subjects in N.C.E.I and NDI score low marks in items 27, 32 and 37. Using items 27 and 37 as examples, the following errors are observable:

27. Neither of them tried to increase their reading speed.
(Pron. Ant.Sg. Pron.Pl.)

37. Either the sponsors or the producer admits that they did the work thoroughly.
(Ant.Sg. HN Pron.Pl.)

Only subjects in N.C.E.I performed poorly in item 26 where the following sentence is used:

26. Everyone of the children should have
    Pron. Ant.Sg.
    their own sponsors.
    Pron.Pl.

On the other hand, only subjects in NDI performed poorly in items 28, 34 and 36. Items 28 and 36 as used as examples.

28. They told us ourselves that they have lied.
    3rd per.pl. 1st per.Pl.Ref.
    Ant.

36. Nobody should go out without their parents'
    Ant.Sg. Pron.Pl.
    permission.

It is generally observable that subjects in N.C.E.I performed better than those in NDI with respect to pronoun-antecedent concord. This may be because subjects in N.C.E.I are more exposed to drills in the area than their counterparts.

Items 41-60: Tense Concord

Subjects in both N.C.E.I and NDI use sentences that lack concord in tense. This is reflected in their poor performance in items 42, 43, 54, 57, 58, 59 and 60. Using items 43, 57 and 60 as examples, the errors observable are as follows:

43. If you slept with all your windows closed
Cond. cl.
PT
you will wake up with a headache.
M.cl.
Fut.

57. The fan is making alot of noise as it
Pr.Cont.
span round overhead.
PT.S.

60. He is leaping in rage. 'Where do you
Pr.Cont.
think you are going?' He shouted.
PT.S.

Only subjects in N.C.E. I used sentences that lack tense concord in items 44, 45, 47, 48, 49, 51, 52 and 56. Items 44 and 52 are used as examples.

44. I thought the way he spoke to you amounts
PT PT. Pr.
to insolence.

52. She asked Mr. Obi whether he minds
PT. Pr.
conveying her down to the market.

As the table clearly shows, subjects in N.D.I perform better than those in N.C.E.I with respect to tense concord. The same reason given under Items 1-20 could be applicable here.

On the whole, subjects in N.D.I performed better than those in N.C.E.I in the use of the three types of concord. A possible cause for the low performance of subjects in N.C.E.I could be the influence of mother tongue.

The next table presents the performance of subjects in year II. It is also an item by item analysis. The groups are numbered 1-7. 1-4 represent the four Schools in N.C.E. II (Vocational Education, Languages, Humanities and Sciences) respectively. 5-7 represent the three groups in C.A.S. (Arts, Social Sciences and Sciences) respectively. The same format used in the analysis in table 7 is also used here.

Table 8.

N.C.E. II AND C.A.S.II OVER-ALL ANALYSIS OF RESULTS - ITEM BY ITEM.

Percentage of Incorrect Responses

Item No.	1	2	3	4	5	6	7
1	17	17	[illegible]	0	11	[illegible]	17
2	67	[illegible]	[illegible]	29	11	[illegible]0	17
3	17	67	17	72	33	70	33
4	[illegible]	[illegible]	0	[illegible]	11	[illegible]	[illegible]
5	[illegible]	17	33	29	22	10	0
6	33	50	50	14	33	1[illegible]	1[illegible]
7	17	[illegible]	0	14	11	20	0
8	83	100	83	72	89	80	67

9	83	33	50	43	45	50	50
10	17	0	0	14	0	10	17
11	80	83	67	72	67	70	83
12	33	50	67	29	33	30	50
13	50	17	33	29	33	50	17
14	100	100	100	86	67	100	100
15	67	33	50	76	56	50	33
16	17	0	67	43	56	60	67
17	17	17	33	57	45	40	100
18	50	50	83	43	67	60	50
19	33	17	17	0	10	10	33
20	17	17	67	57	33	40	33
21	33	17	33	14	56	80	50
22	33	67	0	86	56	50	50
23	17	17	17	43	22	20	33
24	0	0	0	0	11	0	0
25	17	17	17	29	11	40	17
26	33	17	17	14	78	60	33
27	17	0	33	57	67	90	83
28	0	17	17	14	11	30	0
29	17	0	17	29	45	30	50
30	0	17	0	14	0	0	17
31	17	33	33	43	11	60	33
32	83	33	100	100	100	90	100
33	0	17	17	0	11	10	33
34	0	0	17	0	0	10	0
35	0	0	0	43	0	0	17
36	33	0	50	0	67	40	33
37	83	67	67	29	67	70	67
38	0	0	17	29	33	30	0
39	0	0	33	0	0	0	0
40	0	0	17	14	11	0	0

41	0	50	33	86	56	50	67
42	67	100	83	100	78	90	67
43	100	50	83	100	46	80	67
44	33	67	67	57	22	80	83
45	33	33	33	43	56	90	67
46	33	33	33	29	33	30	83
47	50	50	83	86	57	80	83
48	17	50	50	43	33	30	83
49	50	0	50	57	67	70	50
50	33	17	50	43	67	80	83
51	33	50	67	29	22	40	33
52	33	33	33	57	22	20	50
53	0	0	0	0	0	10	33
54	67	50	50	86	67	60	50
55	33	33	33	57	45	50	33
56	67	67	50	86	78	70	66
57	100	50	83	72	78	70	100
58	83	83	83	100	33	100	83
59	50	67	50	86	33	60	67
60	67	33	83	57	56	70	83

Items 1-20: Subject-Verb Concord

Subjects in both N.C.E. II and C.A.S.II use sentences that lack subject-verb concord. This is reflected in items 3, 8, 11, 14, 16 and 18 where subjects perform poorly. Items 14 and 18 are used as examples.

14. This set of plates cost one hundred naira.
↓↓ ↓ ↓
HN Subj.Sg. V.Pl.

18. The committee (Subj.Sg.) have (V.Pl.) presented its report to the registrar.

Of the two groups only subjects in N.C.E. II scored below 40% in items 2, 9, 12, 15 and 20. Items 2 and 20 are used to show concord errors.

2. Neither Sani nor Hassan (Subj.Sg.) have completed (V.Pl.) the course work.

20. Either the two assistant secretaries or the secretary himself (Subj.Sg.) are going (V.Pl.) for the convention.

The table shows that subjects in C.A.S.II performed better than those in N.C.E.II with respect to subject-verb concord. This may be due to the fact that subjects in C.A.S.II have had more drills in the area than their counterparts.

Items 21-40: Pronoun-Antecedent Concord.

Subjects in N.C.E.II and C.A.S.II performed poorly in items 32 and 37. The sentences lack concord between pronouns and their antecedents as follows:

32. Anybody (Ant.Sg.) who joins politics knows that they (Pron.Pl.) will have to take criticism.

37. Either the sponsors or the producer (Ant.Sg. / HN) admits they (Pron.Pl.) did the work thoroughly.

Only subjects in N.C.A.II performed poorly in item 22. The sentence is as follows:

22. The state government (Ant.Sg.) is making efforts to help their (Pron.Pl.) students studying abroad.

On the other hand, only subjects in C.A.S.II perform, poorly in items 21, 26, 27 and 36. Items 21 and 36 are used as examples.

21. Neither of them (Pron. / Ant.Sg.) has tried to increase their (Pron.Pl.) reading speed.

36. Nobody (Ant.Sg.) should go out without their (Pron.Pl.) parents' permission.

The poor performance of students in C.A.S.II with respect to pronoun-antecedent concord may be due

to lack of sufficient drills in the area.

Items 41-60: Tense Concord.

Subjects in both N.C.E.II and C.A.S.II scored low marks in items 41, 42, 43, 44, 47, 54, 56, 57, 58, 59 and 60. Some of the sentences are as follows:

41. Although everybody feels (↓ Pr.) reluctant to volunteer, one person finally put (↓ PT.) up his hand.

47. He said (↓ PT.S.) that he is going (↓ Pr.cont.) to enjoy himself.

Only subjects in C.A.S.II scored low marks in items 45 and 46. The sentences are:

45. He wanted (↓ PT.) to know how many copies of his book will I buy. (↓ Fut.)

46. Speaker A: I bought (↓ PT.S.) a goat from the market.

Speaker B: How much has it cost? (↓ Pr.Perf.)

On the other hand, only subjects in N.C.E.II performed poorly in item 51. The sentence is:

51. I was used to being spoken to in that
PT.
manner so don't think I am annoyed.
Pr. Pr.

Subjects in N.C.E.II performed slightly better than their counterparts in C.A.S.II.

Our findings have shown that concord seems to be a problem area to students of tertiary institutions. Students scored low marks in items 41-60 which is tense concord. This may call for drills in that area. In the three institutions investigated, subjects' responses to the sixty items supplemented by the essays written seem to justify our assumption that concord is a problem area to students.

4.2. Implications of the Study

This study has implications for students, teachers and education planners in Kaduna State in particular and in the country as a whole.

For students, there is need to take General English or Use of English course more seriously in order to acquire the basic communicative skills needed in English Language. Students should study English Language the way they study other subjects so as to be conversant with concord rules in order to avoid making errors.

There is the need for teachers to pay more attention to concord errors in the class by drawing students' attention to them and getting them well informed about how to avoid making such errors. Constant drills should be given on areas which are problematic.

For education planners, there is the need to provide adequate materials for the teaching of English Language in our schools. There is also the need to employ qualified staff to handle the teaching of English Language. Such staff should not be over loaded with many students if they are to pay attention to the weaker students in the class.

FOOTNOTES

1. Tables 3, 4, 5 & 6 are arrived at from a detailed account given on subjects' responses according to departments, groups, or schools and according to each item. This detailed account can be found in appendices C to R.

CHAPTER FIVE

CONCLUSION

This study set out to identify and classify three categories of concord used in tertiary institutions in Kaduna State in particular and Nigeria in general. Besides, it sought to identify some of the causes of the wrong use of concord. In order to achieve these aims, we started by giving a definition of concord and also identified three types of concord. However, the term 'concord' was used to cover the other terms (agreement, government and cross reference).

In chapter two, a review of related literature was given. Different approaches to the study of concord were discussed after which a model was chosen for our study. In order to give a comprehensive account of concord relationships, an eclectic model was chosen.

In chapter three, we discussed the method used for collecting our data and the type of subjects used. One hundred subjects divided into four groups were drawn from three institutions in Kaduna State to write a test. The test comprised

60 lexical items of multiple choice type and two essays out of which one was to be answered. The test was administered by the researcher and some lecturers in the different institutions in a classroom situation. No time limit was given but in most cases, students finished writing the test within one and half hours. The test was marked and scores were given according to formal English usage of concord (see Appendix B for marking scheme). Results were presented in percentage.

Chapter four discussed the results which were presented in different tables - item by item and frame by frame. Results were presented in tables to ease comparison of the performance of students of different schools and departments within each school.

The study has shown that about 34%-38% of students of tertiary institutions in Kaduna State use sentences that lack concord with respect to subjects and verbs. About 23%-33% of students use sentences that lack pronoun-antecedent concord and about 53%-60% of students use sentences that lack tense concord. This shows that more than

half of the students use the correct concord with respect to subject-verb concord and pronoun-antecedent concord. On the other hand, more than half of the students use sentences that lack tense concord. This calls for more work on the part of both students and teachers in the various institutions to overcome the concord problems that persist right through the students' period of study.

Concord errors do not, in most cases, hinder effective communication but they generate a feeling of disappointment in the effectiveness of our institutions. It seems therefore necessary to approach the teaching of English Language skills by bringing out some of the errors frequently made by students and discussing ways of avoiding them. Such errors could be drawn from research work that has been carried out over the years in different institutions of higher learning in Nigeria and from students' classwork and examination scripts.

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APPENDIX A

INSTITUTION: .....

DEPARTMENT: .....

COURSE: .....

YEAR OF STUDY: .....

ANSWER ALL QUESTIONS

SECTION A:

Fill in the blanks in the following sentences with the best of the suggested alternative in brackets.

1. Each member of the Orchestra.....responsible for his instrument (was, were).

2. Neither Sani nor Hassan.....completed the course-work. (has, have).

3. Although his explanations of the ionization process .... detailed and aided by charts, I was still confused. (was, were).

4. All of the football players.....certain of playing their best. (was, were).

5. Either my uncle or my aunt.....free to make the trip (is, are).

6. The quality of the magazines on the stands..... (vary, varies).

7. There.....several reviews of the book available (is, are).

8. To have loved and lost is an experience most humanity ..... suffered. (has, have).

9. Workers on the line and each supervisor in the plant.....the power to halt production if a defect in quality is found. (has, have).

10. Only one of his objections.....sensible (was, were).

11. Where.....Hassan and Audu? (is, are).

12. Measles.....,to the death of many children. (lead, leads).

13. Not only John but also his uncle.....involved in the accident. (was, were).

14. This set of plates.....one hundred naira. (costs, cost).

15. Some of the sugar.....stolen from the store. (was, were).

16. A scholar and state sman.....what he strives to become. (is, are).

17. The lecturer announces to the class that anyone who....his test will repeat the session (fails, fail).

18. The committee.....presented its report to the registrar (have, has).

19. The poor man together with his children....to the farm every morning (goes, go).

20. Either the two assistant secretaries or the secretary himself,....going for the convention (is, are).

SECTION B:

Underline one of the words in brackets that best completes the sentence:

21. Each of the mathematicians is presently working on (their, his, its, her, your) own approach to teaching calculus.

22. The state government is making efforts to help (their, her, his, your, its) students studying abroad.

23. The women in our town do not have the interest in weaving that (you, she, it, they, he) used to have.

24. A man and his wife are expected to love each other and if they quarrel they should not do so in the presence of (his, her, their, your, our) children.

25. He spent more time preparing (themselves, yourself, himself, herself, itself) than she did.

26. Everyone of the children should have (its, her, his, their, your) own supplies.

27. Neither of them has tried to increase (their, his, her, your, its) reading speed.

28. They told us (ourselves, yourself, themselves, itself) that they have lied.

29. One never knows what(their, his, her, your, its) future holds or where (they, she, he, you, it) will be the next day.

30. Some students fail to work up to (his, your, her, their, its) ability.

31. Neither the Department of Agriculture nor the farmers were sure of (its, his, her, your, their) position.

32. Anybody who joins politics knows that (they, he, she, you, it) will have to take criticism.

33. I recognised one of the girls, but I didn't speak to (him, it, her, you, them).

34. I should have thought of it (yourself, itself, myself, himself, herself).

35. George is devoted to (her, your, his, its, their) aged mother.

36. Nobody should go out without (her, his, their, its, your) parents' permission.

37. Either the sponsors or the producer admits that (he, it, they, she, you) did the work thoroughly.

38. Although a pocket dictionary can give some help, (they, it, she, you, he) cannot replace a standard desk dictionary.

39. When I met the woman, I gave (him, her, you, it, them) the letter.

40. One of the boys injured (their, her, his, its, your) ankle.

SECTION C:

Fill in the blanks in the following sentences with the best of the suggested alternatives in brackets.

41. Although everybody.....reluctant to volunteer, one person finally put up his hand. (feel, feels, felt, is feeling, had felt).

42. The car.....if you pull out the choke. (used to start, started, would start, is used to starting, will usually start).

43. If you.....with all the windows closed, you..... with a headache in the morning. (won't sleep/didn't wake up, didn't sleep/wouldn't wake up, slept/will wake up).

44. I thought the way he spoke to you....to insolence. (amount, amounted, is amount, was amount, was amounted).

45. He wanted to know.....(that how many copies of his book I would buy, how many copies of his book I would buy, "how many copies of his book will you buy?" how many copies of his book will I buy).

46. Speaker A: I bought a goat in the market today.
Speaker B: How much.....?
(was it cost, was it costing, has it cost, did it cost, is it cost).

47. He said that..... ("I am going to enjoy myself", he is going to enjoy himself, he was going to enjoy himself).

48. She asked me if.....(there was anything more she could do to help, "is there anything more I can do to help?" there is anything more she can do to help.

49. He must think I.....him, because I seem to be trying to escape from him (am disliking, disliked, have disliked, was disliking, dislike).

50. She is very pretty and.....her mother. (resembled, is resembling, resembling, resembles, has resembled).

51. I.....being spoken to in that rough manner so don't think I am annoyed. (was used to, used to, was usually, have usually, am used to).

52. She asked Mr Obi.....(if he would mind conveying her down to the market, did he mind conveying her down to the market, whether he minds conveying her down to the market, "did you mind conveying me down to the market?".

53. A country.....on the importation of essential commodities is not economically healthy. (which depending, is depending, which depends, depends whose depending).

54. It always.....a lot at this time of the year, and it's good for the soil. (rains, rained, raining, is raining, rain).

55. He maintained..... (that he had never been near the dining-room, "he has never been near the dining-room", has he ever been near the dining-room?).

56. We were trying to find out....but he wouldn't tell us. (what was his state of origin, what is his state of origin, what is his state of origin?, What his state of origin was, 'what is your state of origin?").

57. The fan.....a lot of noise as it span round overhead. (is making, was making, make, has made, had made).

58. He warned them that if they.....too much they would not have a sound sleep. (eat, eats, were eating, have eaten ate).

59. He spent more time preparing himself than she..... (does, did, would, had, has).

60. He .....up in rage: 'Where do you think you are going?' he shouted. (leaps, leapt, was leaping, has leapt, is leaping).

ESSAY WRITING.

ANSWER ONE OF THE FOLLOWING QUESTIONS:

1. Write an Essay on, 'The person who has influenced me most in life'. Not more than 350 words.

2. Write an article for publication in one of the National Dailies on 'The falling Standard of Education in Nigeria'. Not more than 350 words.

----oooOOOooo----

APPENDIX B.

MARKING SCHEME FOR ITEMS 1-60.

1.	was	21.	his	41.	felt
2.	has	22.	her/its	42.	will usually start
3.	were	23.	they	43.	didn't sleep/wouldn't wake up.
4.	were	24.	their	44.	amounted
5.	is	25.	himself	45.	How many copies of the book I would buy
6.	varies	26.	his	46.	did it cost
7.	are	27.	his	47.	he was going to enjoy himself.
8.	has	28.	themselves	48.	there was anything more she could do to help.
9.	have	29.	his...he	49.	dislike
10.	was	30.	their	50.	resembles.
11.	are	31.	their	51.	am used to
12.	leads	32.	he	52.	if he would mind conveying her down to the market.
13.	was	33.	her	53.	which depends
14.	costs	34.	myself	54.	rains
15.	was	35.	his	55.	That he had never been near the dinning-room.
16.	is	36.	his	56.	What his state of origin was
17.	fails	37.	he	57.	was making
18.	has	38.	it	58.	ate
19.	goes	39.	her	59.	did
20.	is	40.	his	60.	leapt.

APPENDIX C.

INTRA-SCHOOL ANALYSIS OF RESULTS: ITEM BY ITEM

KADUNA STATE COLLEGE OF EDUCATION, KAFANCHAN

N.C.E. I SCHOOL OF HUMANITIES

Item No.	No. of Informants	Responses (in Percentage) Correct	Incorrect
1.	6	100	0
2	6	83.3	16.7
3	6	50.0	50.0
4	6	100	0
5	6	83.3	16.7
6.	6	83.3	16.7
7	6	100	0
8	6	33.3	66.7
9	6	50	50
10	6	83.3	16.7
11	6	33.3	66.7
12	6	66.6	33.4
13	6	66.6	33.4
14	6	16.6	83.4
15	6	33.3	66.7
16	6	33.3	66.7
17	6	83.3	16.7
18	6	33.3	66.7
19	6	33.3	66.7
20	6	50	50

21	6	66.6	33.4
22	6	50	50
23	6	66.6	33.4
25	6	100	0
26	6	50	50
27	6	50	50
28	6	83.3	16.7
29	6	83.3	16.7
30	6	83.3	16.7
31	6	66.6	33.4
32	6	16.6	83.4
33	6	100	0
34	6	83.3	16.7
35	6	83.3	16.7
36	6	83.3	16.7
37	6	66.6	33.4
38	6	66.6	33.4
39	6	66.6	33.4
40	6	83.3	16.7
41	6	33.3	66.7
42	6	16.6	83.4
43	6	0	100
44	6	33.3	66.7
45	6	16.6	83.4

46	6	50	50
47	6	33.3	66.7
48	6	33.3	66.7
49	6	16.6	83.4
50	6	66.6	33.4
51	6	33.3	66.7
52	6	33.3	66.7
53	6	83.3	16.7
54	6	66.6	33.4
55	6	66.6	33.4
56	6	50	50
57	6	50	50
58	6	16.6	83.4
59	6	16.6	83.4
60	6	50	50

APPENDIX D.

INTRA-SCHOOL ANALYSIS OF RESULTS: ITEM BY ITEM
KADUNA STATE COLLEGE OF EDUCATION, KAFANCHAN
N.C.E. I SCHOOL OF VOCATIONAL EDUCATION

Item No.	No. of Informants	Responses (in Percentage)	
		Correct	Incorrect
1	6	100	0
2	6	56.6	33.4
3	6	33.3	66.7
4	6	100	0
5	6	66.6	33.4
6	6	100	0
7	6	100	0
8	6	16.6	83.4
9	6	33.3	66.7
10	6	83.3	16.7
11	6	83.3	16.7
12	6	83.3	16.7
13	6	50	50
14	6	0	100
15	6	50	50
16	6	50	50
17	6	50	50
18	6	50	50
19	6	66.6	33.4
20	6	50	50
21	6	50	50
22	6	50	50
23	6	66.6	33.4
24	6	100	0
25.	6	83.3	16.7
26	6	33.3	66.7
27	6	16.6	83.4

28	6	66.6	33.4
29	6	83.3	16.7
30	6	100	0
31	6	100	0
32	6	33.3	66.7
33	6	100	0
34	6	100	0
35	6	100	0
36	6	50	50
37	6	0	100
38	6	100	0
39	6	100	0
40	6	100	0
41	6	83.3	16.7
42	6	33.3	66.7
43	6	16.6	83.4
44	6	83.3	16.7
45	6	66.6	33.4
46	6	66.6	33.4
47	6	33.3	66.7
48	6	66.6	33.4
49	6	66.6	33.4
50	6	66.6	33.4
51	6	50	50
52	6	33.3	66.7
53	6	100	0
54	6	33.3	66.7
55	6	66.6	33.4
56	6	33.3	66.7
57	6	50	50
58	6	0	100
59	6	33.3	66.7
60	6	66.6	33.4

APPENDIX E

INTRA-SCHOOL ANALYSIS OF RESULTS: ITEM BY ITEM
KADUNA STATE COLLEGE OF EDUCATION, KAFANCHAN
N.C.E. I - SCHOOL OF LANGUAGES

Item. No.	No. of Informants	Responses (in Percentage) Correct	Incorrect
1	6	83.3	15.7
2	6	83.3	16.7
3	6	50	50
4	6	83.3	16.7
5	6	100	0
6	6	33.3	66.7
7	6	100	0
8	6	0	100
9	6	83.3	16.7
10	6	100	0
11	6	66.6	33.4
12	6	83.3	16.7
13	6	66.6	33.4
14	6	33.3	66.7
15	6	33.3	66.7
16	6	66.6	33.4
17	6	33.3	66.7
18	6	33.3	66.7
19	6	66.6	33.4
20	6	83.3	16.7
21	6	100	0
22	6	83.3	16.7
23	6	83.3	16.7
24	6	100	0
25	6	100	0
26	6	50	50
27	6	33.3	66.7
28	6	83.3	16.7

29	6	83.3	16.7
30	6	100	0
31	6	66.6	33.4
32	6	100	0
33	6	100	0
34	6	100	0
35	6	100	0
36	6	83.3	16.7
37	6	0	100
38	6	100	0
39	6	100	0
40	6	100	0
41	6	66.6	33.4
42	6	0	100
43	6	0	100
44	6	100	0
45	6	66.6	33.4
46	6	66.6	33.4
47	6	33.3	66.7
48	6	83.3	16.7
49	6	50	50
50	6	50	50
51	6	83.3	16.7
52	6	33.3	66.7
53	6	100	0
54	6	83.3	16.7
55	6	83.3	16.7
56	6	16.6	83.4
57	6	33.3	66.7
58	6	0	100
59	6	66.6	33.4
60	6	66.6	33.4

APPENDIX F.

INTRA-SCHOOL ANALYSIS OF RESULTS: ITEM BY ITEM
KADUNA STATE COLLEGE OF EDUCATION, KAFANCHAN
N.C.E. I - SCHOOL OF SCIENCES

Item No.	No of Informants	Responses (in Percentage) Correct	Incorrect
1	7	100	0
2	7	100	0
3	7	42.8	57.2
4	7	100	0
5	7	57.1	42.9
6	7	71.4	28.6
7	7	100	0
8	7	71.4	28.6
9	7	57.1	42.9
10	7	85.7	14.2
11	7	57.1	42.9
12	7	28.5	71.5
13	7	85.7	14.3
14	7	14.2	85.8
15	7	14.2	85.8
16	7	28.5	71.5
17	7	42.8	57.2
18	7	57.1	42.9
19	7	57.1	42.9
20	7	85.7	14.3
21	7	85.7	14.3
22	7	57.1	42.9
23	7	42.8	57.2
24	7	100	0
25	7	100	0
26	7	85.7	14.3
27	7	57.1	42.9
28	7	85.7	14.3
29	7	85.7	14.3

30	7	100	0
31	7	85.7	14.3
32	7	14.2	85.8
33	7	85.7	14.3
34	7	100	0
35	7	57.1	42.9
36	7	85.7	14.3
37	7	14.2	85.8
38	7	85.7	14.3
39	7	100	0
40	7	100	0
41	7	57.1	42.9
42	7	28.5	71.5
43	7	28.5	71.5
44	7	28.5	71.5
45	7	57.1	42.9
46	7	42.8	57.2
47	7	57.1	42.9
48	7	42.8	57.2
49	7	71.4	28.6
50	7	71.4	28.6
51	7	28.5	71.5
52	7	57.1	42.9
53	7	100	0
54	7	57.1	42.9
55	7	57.1	42.9
56	7	42.8	57.2
57	7	28.5	71.5
58	7	14.2	85.8
59	7	28.5	71.5
60	7	28.5	85.8

APPENDIX G.

INTRA-SCHOOL ANALYSIS OF RESULTS: ITEM BY ITEM
KADUNA STATE COLLEGE OF EDUCATION, KAFANCHAN
N.C.E. II SCHOOL OF VOCATIONAL EDUCATION

Item No.	No. of Informants	Responses (in Percentage) Correct	Incorrect
1	6	83.3	16.7
2	6	33.3	66.7
3	6	83.3	16.7
4	6	100	0
5	6	100	0
6	6	66.6	33.4
7	6	83.3	17.7
8	6	16.6	83.4
9	6	16.6	83.4
10	6	83.3	16.7
11	6	50	50
12	6	66.6	33.4
13	6	50	50
14	6	0	100
15	6	33.3	66.7
16	6	83.3	16.7
17	6	83.3	16.7
18	6	50	50
19	6	66.6	33.4
20	6	83.3	16.7
21	6	66.6	33.4
22	6	66.6	33.4
23	6	83.3	16.7
24	6	100	0
25	6	83.3	16.7
26	6	66.6	33.4
27	6	83.3	16.7
28	6	100	0
29	6	83.3	16.7

30	6	100	0
31	6	83.3	16.7
32	6	16.6	83.4
33	6	100	0
34	6	100	0
35	6	100	0
36	6	66.6	33.4
37	6	16.6	83.4
38	6	100	0
39	6	100	0
40	6	100	0
41	6	100	0
42	6	33.3	66.7
43	6	0	100
44	6	66.6	33.4
45	6	66.6	33.4
46	6	66.6	33.4
47	6	50	50
48	6	83.3	16.7
49	6	50	50
50	6	66.6	33.4
51	6	66.6	33.4
52	6	66.6	33.4
53	6	100	0
54	6	33.3	66.7
55	6	66.6	33.4
56	6	33.3	66.7
57	6	0	100
58	6	16.6	83.4
59	6	50	50
60	6	33.3	66.7

APPENDIX H.

INTRA-SCHOOL ANALYSIS OF RESULTS: ITEM BY ITEM
KADUNA STATE COLLEGE OF EDUCATION, KAFANCHAN
N.C.E. II - SCHOOL OF LANGUAGES

Item No.	No. of Informants	Responses (in Percentage)	
		Correct	Incorrect
1	6	83.3	16.7
2	6	100	0
3	6	33.3	66.7
4	6	100	0
5	6	83.3	16.7
6	6	50	50
7	6	100	0
8	6	0	100
9	6	66.6	33.4
10	6	100	0
11	6	16.6	83.4
12	6	50	50
13	6	83.3	16.7
14	6	0	100
15	6	66.6	33.4
16	6	100	0
17	6	83.3	16.7
18	6	50	50
19	6	83.3	16.7
20	6	83.3	16.7
21	6	83.3	16.7
22	6	33.3	66.7
23	6	83.3	16.7
24	6	100	0
25	6	83.3	16.7
26	6	83.3	16.7
27	6	100	0
28	6	83.3	16.7
29	6	100	0

30	6	83.3	16.7
31	6	66.6	33.4
32	6	16.6	83.4
33	6	83.3	16.7
34	6	100	C
35	6	100	0
36	6	100	0
37	6	33.3	66.7
38	6	100	0
39	6	100	0
40	6	100	0
41	6	50	50
42	6	0	100
43	6	50	50
44	6	33.3	66.7
45	6	66.6	33.4
46	6	66.6	33.4
47	6	50	50
48	6	50	50
49	6	100	0
50	6	83.3	16.7
51	6	50	50
52	6	66.6	33.4
53	6	100	0
54	6	50	50
55	6	66.6	33.4
56	6	33.3	66.7
57	6	50	50
58	6	16.6	83.4
59	6	33.3	66.7
60	6	66.6	33.4

APPENDIX I.

INTRA-SCHOOL ANALYSIS OF RESULTS: ITEM BY ITEM
KADUNA STATE COLLEGE OF EDUCATION, KAFANCHAN
N.C.E. II - SCHOOL OF HUMANITIES

Item No.	No. of Informants	Responses (in Percentage) Correct	Incorrect
1	6	100	0
2	6	100	0
3	6	83.3	16.7
4	6	100	0
5	6	66.6	33.4
6	6	50	50
7	6	100	0
8	6	16.6	83.4
9	6	50	50
10	6	100	[illegible]
11	6	33.3	66.7
12	6	33.3	66.7
13	6	66.6	33.4
14	6	0	100
15	6	50	50
16	6	33.3	66.7
17	6	66.6	33.4
18	6	16.6	83.4
19	6	83.3	16.7
20	6	33.3	66.7
21	6	66.6	33.4
22	6	100	0
23	6	83.3	16.7
24	6	100	0
25	6	83.3	16.7
26	6	83.3	16.7
27	6	66.6	33.4
28	6	83.3	16.7

29	6	83.3	16.7
30	6	100	0
31	6	66.6	33.4
32	6	0	100
33	6	83.3	16.7
34	6	83.3	16.7
35	6	100	0
36	6	50.0	50.0
37	6	33.3	66.7
38	6	83.3	16.7
39	6	66.6	33.4
40	6	83.3	16.7
41	6	66.6	33.4
42	6	16.6	83.4
43	6	16.6	83.4
44	6	33.3	66.7
45	6	66.6	33.4
46	6	66.6	33.4
47	6	16.6	83.4
48	6	50	50
49	6	50	50
50	6	50	50
51	6	33.3	66.7
52	6	66.6	33.4
53	6	100	0
54	6	50	50
55	6	66.6	33.4
56	6	50	50
57	6	16.6	83.4
58	6	16.6	83.4
59	6	50	50
60	6	16.6	83.4

APPENDIX J.

INTRA-SCHOOL ANALYSIS OF RESULTS: ITEM BY ITEM
KADUNA STATE COLLEGE OF EDUCATION, KAFANCHAN
N.C.E. II - SCHOOL OF SCIENCES

Item. No.	No. of Informants	Responses (in Percentage) Correct	Incorrect
1	7	100	0
2	7	71.4	28.6
3	7	28.5	71.5
4	7	100	0
5	7	71.4	28.6
6	7	85.7	14.3
7	7	85.7	14.3
8	7	28.5	71.5
9	7	57.1	42.9
10	7	85.7	14.3
11	7	28.5	71.5
12	7	71.4	28.6
13	7	71.4	28.6
14	7	14.2	85.8
15	7	28.5	71.5
16	7	57.1	42.9
17	7	42.8	57.2
18	7	57.1	42.9
19	7	100	0
20	7	42.8	57.2
21	7	85.7	14.3
22	7	14.2	85.8
23	7	57.1	42.9
24	7	100	0
25	7	71.4	28.6
26	7	85.7	14.3
27	7	42.8	57.2
28	7	85.7	14.3

29	7	71.4	28.6
30	7	85.7	14.3
31	7	57.1	42.9
32	7	0	100
33	7	100	0
34	7	100	0
35	7	57.1	42.9
36	7	100	0
37	7	71.4	28.6
38	7	71.4	28.6
39	7	100	0
40	7	85.7	14.3
41	7	14.2	85.8
42	7	0	100
43	7	0	100
44	7	42.8	57.2
45	7	57.1	42.9
46	7	71.4	28.6
47	7	14.2	85.8
48	7	57.1	42.9
49	7	42.8	57.2
50	7	57.1	42.9
51	7	71.4	28.6
52	7	42.8	57.2
53	7	100	0
54	7	14.2	85.8
55	7	42.8	57.2
56	7	14.2	85.8
57	7	28.5	71.5
58	7	0	100
59	7	14.2	85.8
60	7	42.8	57.2

APPENDIX K.

INTRA-SCHOOL ANALYSIS OF RESULTS: ITEM BY ITEM

COLLEGE OF ADVANCED STUDIES, ZARIA

YEAR TWO STUDENTS: ARTS GROUP

Item No.	No. of Informants	Responses (in Percentage) Correct	Incorrect
1	9	88.8	11.2
2	9	88.8	11.2
3	9	66.6	33.4
4	9	88.8	11.2
5	9	77.7	22.3
6	9	66.6	33.4
7	9	88.8	11.2
8	9	11.1	88.9
9	9	55.5	44.5
10	9	100	0
11	9	33.3	66.7
12	9	66.6	33.4
13	9	66.6	33.4
14	9	33.3	66.7
15	9	44.4	55.6
16	9	44.4	55.6
17	9	55.5	44.5
18	9	33.3	66.7
19	9	100	0
20	9	66.6	33.4
21	9	44.4	55.6
22	9	44.4	55.6
23	9	77.7	22.3
24	9	88.8	11.2
25	9	88.8	11.2
26	9	22.2	77.8
27	9	33.3	66.7
28	9	88.8	11.2

29	9	55.5	44.5
30	9	100	0
31	9	88.8	11.2
32	9	0	100
33	9	88.8	11.2
34	9	100	0
35	9	100	0
36	9	33.3	66.7
37	9	33.3	66.7
38	9	66.6	33.4
39	9	100	0
40	9	88.8	11.2
41	9	44.4	55.6
42	9	22.2	77.8
43	9	55.5	44.5
44	9	77.7	22.3
45	9	44.4	55.6
46	9	66.6	33.4
47	9	44.4	55.6
48	9	66.6	33.4
49	9	33.3	66.7
50	9	33.3	66.7
51	9	77.7	22.3
52	9	77.7	22.3
53	9	100	0
54	9	33.3	66.7
55	9	55.5	44.5
56	9	22.2	77.8
57	9	22.2	77.8
58	9	66.6	33.4
59	9	66.6	33.4
60	9	44.4	55.6

APPENDIX L.

INTRA-SCHOOL ANALYSIS OF RESULTS: ITEM BY ITEM
COLLEGE OF ADVANCED STUDIES, ZARIA
YEAR II: SOCIAL SCIENCES GROUPS

Item No.	No. of Informants	Responses (in Percentage) Correct	Incorrect
1	10	100	0
2	10	70.0	30.0
3	10	30.0	70.0
4	10	100	0
5	10	90.0	10.0
6	10	90.0	10.0
7	10	80.0	20.0
8	10	20.0	80.0
9	10	50.0	50.0
10	10	90.0	10.0
11	10	30.0	70.0
12	10	70.0	30.0
13	10	50.0	50.0
14	10	0	100
15	10	50.0	50.0
16	10	40.0	60.0
17	10	60.0	40.0
18	10	40.0	60.0
19	10	90.0	10.0
20	10	60.0	40.0
21	10	20.0	80.0
22	10	50.0	50.0
23	10	80.0	20.0
24	10	100	0
25	10	60.0	40.0
26	10	40.0	60.0
27	10	10.0	90.0
28	10	70.0	30.0
29	10	70.0	30.0

30	10	100	0
31	10	40.0	60.0
32	10	10.0	90.0
33	10	90.0	10.0
34	10	90.0	10.0
35	10	100	0
36	10	60.0	40.0
37	10	30.0	70.0
38	10	70.0	30.0
39	10	100	0
40	10	100	0
41	10	50.0	50.0
42	10	10.0	90.0
43	10	20.0	80.0
44	10	20.0	80.0
45	10	10.0	90.0
46	10	70.0	30.0
47	10	20.0	80.0
48	10	70.0	30.0
49	10	30.0	70.0
50	10	20.0	80.0
51	10	60.0	40.0
52	10	80.0	20.0
53	10	90.0	10.0
54	10	40.0	60.0
55	10	50.0	50.0
56	10	30.0	70.0
57	10	30.0	70.0
58	10	0	100
59	10	40.0	60.0
60	10	30.0	70.0

APPENDIX M

INTRA-SCHOOL ANALYSIS OF RESULTS: ITEM BY ITEM
COLLEGE OF ADVANCED STUDIES, ZARIA
YEAR II: SCIENCE GROUP

Item No.	No. of Informants	Responses (in Percentage) Correct	Incorrect
1	6	83.3	16.7
2	6	83.3	16.7
3	6	66.6	33.4
4	6	100	0
5	6	100	0
6	6	83.3	16.7
7	6	100	0
8	6	33 3	66 7
9	6	50.0	50.0
10	6	83.3	16.7
11	6	16.6	83.4
12	6	50 0	50.0
13	6	83.3	16 7
14	6	0	100
15	6	66.6	33.4
16	6	33.3	66.7
17	6	0	100
18	6	50.0	50.0
19	6	66.6	33.4
20	6	66.6	33.4
21	6	50	50
22	6	50	50
23	6	66.6	33.
24	6	100	0
25	6	83.3	16.7
26	6	66.6	33.4
27	6	66.6	33.4

28	6	100	0
29	6	50.0	50.0
30	6	83.3	16.7
31	6	66.6	33.4
32	6	0	100
33	6	66.6	33.4
34	6	100	0
35	6	83.3	16.7
36	6	66.6	33.4
37	6	33.3	66.7
38	6	100	0
39	6	100	0
40	6	100	0
41	6	33.3	66.7
42	6	33.3	66.7
43	6	33.3	66.7
44	6	16.6	83.4
45	6	33.3	66.7
46	6	16.6	83.4
47	6	16.6	83.4
48	6	16.6	83.4
49	6	50	50
50	6	16.6	83.4
51	6	66.6	33.4
52	6	50	50
53	6	66.6	33.4
54	6	50	50
55	6	66.6	33.4
56	6	16.6	66.4
57	6	0	100
58	6	16.6	83.4
59	6	33.3	66.7
60	6	16.6	83.4

APPENDIX N

INTRA-SCHOOL ANALYSIS OF RESULTS: ITEM BY ITEM

KADUNA POLYTECHNIC

NATIONAL DIPLOMA I: CIVIL ENGINEERING

Item No.	No.of Informants	Responses (in Percentage) Correct	Incorrect
1	5	100	0
2	5	60.0	40.0
3	5	60.0	40.0
4	5	100	0
5	5	80.0	20.0
6	5	80.0	20.0
7	5	80.0	20.0
8	5	20.0	80.0
9	5	40.0	60.0
10	5	100	0
11	5	80.0	20.0
12	5	60.0	40.0
13	5	80.0	20.0
14	5	20.0	80.0
15	5	40.0	60.0
16	5	40.0	60.0
17	5	40.0	60.0
18	5	40.0	60.0
19	5	80.0	20.0
20	5	60.0	40.0
21	5	80.0	20.0
22	5	80.0	20.0
23	5	60.0	40.0
24	5	100	0
25	5	100	0
26	5	20.0	80.0
27	5	20.0	80.0

28	5	80.0	20.0
29	5	60.0	40.0
30	5	100	0
31	5	60.0	40.0
32	5	40.0	60.0
33	5	100	0
34	5	100	0
35	5	80.0	20.0
36	5	60.0	40.0
37	5	40.0	60.0
38	5	100	0
39	5	100	0
40	5	100	0
41	5	20.0	80.0
42	5	40.0	60.0
43	5	40.0	60.0
44	5	100	0
45	5	60.0	40.0
46	5	60.0	40.0
47	5	40.0	60.0
48	5	100	0
49	5	40.0	60.0
50	5	40.0	60.0
51	5	60.0	40.0
52	5	40.0	60.0
53	5	100	0
54	5	40.0	60.0
55	5	40.0	60.0
56	5	40.0	60.0
57	5	20.0	80.0
58	5	0	100
59	5	20.0	80.0
60	5	60.0	40.0

APPENDIX O

INTRA-SCHOOL ANALYSIS OF RESULTS: ITEM BY ITEM

KADUNA POLYTECHNIC

YEAR I NATIONAL DIPLOMA: AGRICULTURAL ENGINEERING

Item No.	No. of Informants	Responses (in Percentage) Correct	Incorrect
1	5	100	0
2	5	40.0	60.0
3	5	40.0	60.0
4	5	100	0
5	5	100	0
6	5	60.0	40.0
7	5	100	0
8	5	40.0	60.0
9	5	60.0	40.0
10	5	100	0
11	5	60.0	40.0
12	5	40.0	60.0
13	5	80.0	20.0
14	5	30.0	80.0
15	5	20.0	80.0
16	5	100	0
17	5	80.0	20.0
18	5	80.0	20.0
19	5	40.0	60.0
20	5	100	0
21	5	100	0
22	5	100	0
23	5	100	0
24	5	100	0
25	5	100	0
26	5	40.0	60.0
27	5	0	100
28	5	100	0
29	5	60.0	40.0

30	5	100	0
31	5	60.0	40.0
32	5	40.0	60.0
33	5	80.0	20.0
34	5	100	0
35	5	100	0
36	5	40.0	60.0
37	5	20.0	80.0
38	5	100	0
39	5	100	0
40	5	100	0
41	5	60.0	40.0
42	5	20.0	80.0
43	5	60.0	40.0
44	5	100	0
45	5	100	0
46	5	80.0	20.0
47	5	80.0	20.0
48	5	60.0	40.0
49	5	40.0	60.0
50	5	60.0	40.0
51	5	80.0	20.0
52	5	60.0	40.0
53	5	100	0
54	5	40.0	60.0
55	5	60.0	40.0
56	5	40.0	60.0
57	5	60.0	40.0
58	5	40.0	60.0
59	5	60.0	40.0
60	5	60.0	40.0

APPENDIX P

INTRA-SCHOOL ANALYSIS OF RESULTS: ITEM BY ITEM

KADUNA POLYTECHNIC

NATIONAL DIPLOMA I: SECRETARIAL STUDIES

Item No.	No. of Informants	Responses (in Percentage) Correct	Incorrect
1	5	80.0	20.0
2	5	100	0
3	5	60.0	40.0
4	5	100	0
5	5	80.0	20.0
6	5	80.0	20.0
7	5	100	0
8	5	40.0	60.0
9	5	80.0	20.0
10	5	100	0
11	5	80	20.0
12	5	60.0	40.0
13	5	60.0	40.0
14	5	60.0	40.0
15	5	20.0	80.0
16	5	80.0	20.0
17	5	100	0
18	5	100	0
19	5	80.0	20.0
20	5	80.0	20.0
21	5	60.0	40.0
22	5	60.0	40.0
23	5	100	0
24	5	100	0
25	5	100	0
26	5	60.0	40.0
27	5	40.0	60.0
28	5	100	0
29	5	60.0	40.0

30	5	100	0
31	5	60.0	40.0
32	5	60.0	40.0
33	5	100	0
34	5	100	0
35	5	80.0	20.0
36	5	20.0	80.0
37	5	40.0	60.0
38	5	100	0
39	5	100	0
40	5	100	0
41	5	80.0	20.0
42	5	40.0	60.0
43	5	20.0	80.0
44	5	80.0	20.0
45	5	80.0	20.0
46	5	100	0
47	5	100	0
48	5	60.0	40.0
49	5	80.0	20.0
50	5	40.0	60.0
51	5	100	0
52	5	80.0	20.0
53	5	100	0
54	5	80.0	20.0
55	5	100	0
56	5	60.0	40.0
57	5	80.0	20.0
58	5	20.0	80.0
59	5	40.0	60.0
60.	5	60.0	40.0

APPENDIX Q.

INTRA-SCHOOL ANALYSIS OF RESULTS: ITEM BY ITEM

KADUNA POLYTECHNIC

NATIONAL DIPLOMA I: LAND SURVEYING

Item No.	No. of Informants	Responses (in Percentage)	
		Correct	Incorrect
1	5	100	0
2	5	80.0	20.0
3	5	40.0	60.0
4	5	100	0
5	5	100	0
6	5	60.0	40.0
7	5	100	0
8	5	0	100
9	5	100	0
10	5	60.0	40.0
11	5	80.0	20.0
12	5	100	0
13	5	80.0	20.0
14	5	40.0	60.0
15	5	20.0	80.0
16	5	20.0	80.0
17	5	20.0	80.0
18	5	80.0	20.0
19	5	60.0	40.0
20	5	80.0	20.0
21	5	60.0	40.0
22	5	80.0	20.0
23	5	100	0
24	5	100	0
25	5	100	0
26	5	60.0	40.0
27	5	20.0	80.0
28	5	80.0	20.0
29	5	80.0	20.0

30	5	100	0
31	5	80.0	20.0
32	5	20.0	80.0
33	5	100	0
34	5	100	0
35	5	100	0
36	5	60.0	40.0
37	5	20.0	80.0
38	5	100	0
39	5	100	0
40	5	100	0
41	5	80.0	20.0
42	5	60.0	40.0
43	5	60.0	40.0
44	5	60.0	40.0
45	5	40.0	60.0
46	5	100	0
47	5	80.0	20.0
48	5	60.0	40.0
49	5	40.0	60.0
50	5	60.0	40.0
51	5	80.0	20.0
52	5	100	0
53	5	100	0
54	5	80.0	20.0
55	5	80.0	20.0
56	5	60.0	40.0
57	5	0	100
58	5	0	100
59	5	20.0	80.0
60	5	0	100

APPENDIX R

INTRA-SCHOOL ANALYSIS OF RESULTS: ITEM BY ITEM

KADUNA POLYTECHNIC

NATIONAL DIPLOMA I: URBAN AND REGIONAL PLANNING

Item No.	No. of Informants	Responses (in Percentage) Correct	Incorrect
1	5	100	0
2	5	60.0	40.0
3	5	40.0	60.0
4	5	100	0
5	5	100	0
6	5	60.0	40.0
7	5	80.0	20.0
8	5	0	100
9	5	0	100
10	5	100	0
11	5	0	100
12	5	80.0	20.0
13	5	60.0	40.0
14	5	0	100
15	5	80.0	20.0
16	5	60.0	40.0
17	5	100	0
18	5	80.0	20.0
19	5	60.0	40.0
20	5	80.0	20.0
21	5	60.0	40.0
22	5	80.0	20.0
23	5	100	0
24	5	100	0
25	5	100	0
26	5	80.0	20.0
27	5	20.0	80.0
28	5	80.0	20.0

29	5	40.0	60.0
30	5	100	0
31	5	100	0
32	5	0	100
33	5	100	0
34	5	100	0
35	5	100	0
36	5	80.0	20.0
37	5	60.0	40.0
38	5	100	0
39	5	100	0
40	5	100	0
41	5	60.0	40.0
42	5	0	100
43	5	20.0	80.0
44	5	100	0
45	5	80.0	20.0
46	5	80.0	20.0
47	5	40.0	60.0
48	5	80.0	20.0
49	5	80.0	20 0
50	5	100	0
51	5	80.0	20.0
52	5	100	0
53	5	100	0
54	5	20.0	80.0
55	5	80.0	20.0
56	5	60.0	40.0
57	5	60.0	40.0
58	5	0	100
59	5	60.0	40.0
60	5	60.0	40.0