

**THE EFFECT OF PRE-ENTRY QUALIFICATION ON
STUDENTS¹ PERFORMANCE IN ENGLISH LANGUAGE
AT THE FINAL DIPLOMA IN ADULT EDUCATION
EXAMINATIONS IN AHMADU BELLO UNIVERSITY
ZARIA.**

BY

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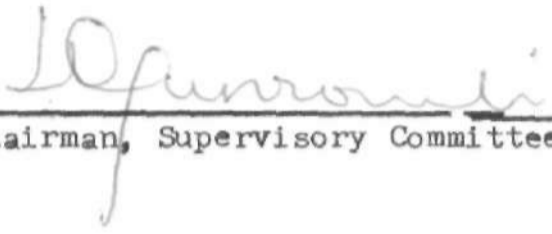
OCTOBER, 1991

DECLARATION

I hereby declare that this Project has been produced by me. All quotations are indicated by quotation marks and sources of information are duly acknowledged.

CERTIFICATION

This project entitled THE EFFECT OF PRE-ENTRY QUALIFICATION ON STUDENTS' PERFORMANCE IN ENGLISH LANGUAGE AT THE FINAL DIPLOMA IN ADULT EDUCATION EXAMINATIONS IN AHMADU BELLO UNIVERSITY, ZARIA by Rachel Adejoke Fatile meets the regulations governing the award of Masters of Education Teaching English as a Second Language of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.




Chairman, Supervisory Committee

12/8/92
Date

Member, Supervisory Committee

Date



Head of Department

13/7/93
Date



Dean, Postgraduate School

17/1/96
Date

DEDICATION

This study is dedicated to my children, Adebayo, Timuke, Bolanle, Mopelola, Akintunde including the late Omotola Omobokola Fatile who witnessed the most difficult part of our lives in Zaria but death, a brute, did not allow her to see the better part before she was snatched away to the land beyond on Friday, 24th August, 1990. May her soul rest in Perfect Peace.

ACKNOWLEDGEMENT

I wish to give glory to God for his mercy, compassion, and protection over me and my children.

I am greatly indebted to my able supervisor Dr(Mrs). D.J. Ogunrombi, Head of Language Arts Section, Faculty of Education, Ahmadu Bello University, Zaria, who despite her tight schedule gave me constructive suggestions and advice which have brought this research project to an enviable document. When I lost the hope of getting a supervisor she volunteered to help. She was ready to solve my research problems at all times and with dispatch.

I am also grateful to Mallam I. Adoke, the Headmaster, Kongo Staff School, A.B.U., Zaria for his relentless and selfless effort to see that this research project was brought to a successful end. His pieces of advice and readiness to read and make necessary suggestions whenever or wherever I met him, either in the Office or in his house is highly commendable and appreciated.

I wish to acknowledge the following for their wonderful financial and material support, counselling in my academic success and also for their daily prayer. They include: Prof. A.O. Fatile, my husband, Mrs. C.O. Asun, Centre for Research, University of Jos, Mr. Lanre Adesuyi, University Press Nigeria, Zaria, Mr. Ogundele,

ACKNOWLEDGEMENT (Cont'd)

The Manager, John Holt Ventures and Mr. Samson Alonge —
Biological Sciences. May Almighty God reward you
abundantly.

I am grateful to my elder brother Mr. E. Ola
Popoola and his family for the beautiful role they
play in my life.

My gratitude goes to the Centre for Adult
Education and Extension Services authority for giving
me the permission to pursue the course.

My special thanks also go to these people:
Dr. I. A. Olaofe, Co-ordinator, English and Communication
Skills, A.B.U., Zaria, His Highness, Oba J.O. Adinlewa,
Institute of Education, A.B.U., Zaria, Mr. Suleiman
Salau, Centre for Adult Education and Extension
Services, A.B.U., Zaria, Hajia Barakat Abubakar,
Principal, Women Teachers' College, Kabomo, Katsina
State, for their special interest in my academic
pursuit. Mr. Matthew A. Elaigwu, of the Dean's Office
Faculty of Science, A.B.U., Zaria for typing this
project. Mr. Adewara, I.A.R. , Computer Processing
Unit, A.B.U., Zaria and Mrs. Bilewu, Computer Centre,
A.B.U., Zaria for their assistance in the Statistical
analysis of data used in this study.

Lastly, I am grateful to all others who helped
me in one way or the other with the study but are too
many to mention by name in this limited space.

ABSTRACT

This study was undertaken to investigate "The Effect of Pre-Entry Qualification on Students' Performance in English language at the Final Diploma in Adult Education Examinations in Ahmadu Bello University, Zaria. It equally made useful suggestions and recommendations where necessary.

Seven research questions and *seven* hypotheses advanced for this study were related to the various effects of pre-entry qualifications on the performance of Diploma II students¹ final Adult Education English language examination.

The entire population of 200 students who registered for Adult Education course for four academic sessions (1985/1986 to 1988/1989) and sat for their final examination were used. The major statistics used in analysing the data were computerized t-test of variance at 0.05 level of significance.

The results showed that students with credit/merit pass at WASC/GCE (OL) /Grade II in English language as pre-entry qualification performed better than those with ordinary pass in the final Adult Education English language examination. So also those with ordinary pass performed better than subjects with fail and than subjects with Primary education background with five or more years Adult Education working experience.

The research findings will hopefully help the Adult Education Authority to improve its selection criteria.

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ABBREVIATIONS AND DEFINITION OF TERMS

WASC West African School Certificate
G.C.E.(OL) General Certificate in Education Ordinary Level
Grade II T.C Grade II Teachers' Certificate.
A.B.U. Ahmadu Bello University

Pre-Entry Qualification is the prescribed academic Standard necessary for admission for Adult Education Diploma Course. These are Grade II T.C. (with at least 4 merit passes; WASC or G.C.E. (OL) with 4 credit passes and Primary School Leaving Certificate with 5 or more years working experience in Adult Education programmes.

Category - This refers to the groups into which the pre-entry qualifications are divided especially in English language. These are:

Category 1 - Subjects with credit/merit in WASC/GCE (OL) Grade II T.C.

Category 2 - Students with Ordinary pass in WASC/GCE (OL) Grade II T.C.

Category 3 - Students who failed WASC/GCE(OL)/Grade II T.C.

Category 4 - Students with Primary School Leaving Certificate with 5 or more years working experience.

Adult Education programme or course - This is a course organized in the Centre for Adult Education and Extension Services, A.B.U. Zaria, for organizers and supervisors of Literacy programmes.

Direct Entry - This is admission given to students/candidates who have required qualifications to read a two year diploma in Adult Education, that is, students with four to five credits in WASC/GCE (OL) Grade II T.C. including or excluding English language.

Educational Stop gap - This refers to period between one course of study and the other.

INTRODUCTION

1.1 Historical Background of
The Study:

The Centre for Adult Education and Extension Services, Ahmadu Bello University (A.B.U), Zaria was established in 1971. The Centre was pre-occupied with the co-ordination of Adult Literacy programmes until 1979/1980 academic session when the Certificate in Adult Education course was introduced. The Certificate course was designed for the training of organisers and supervisors of state and local Government Adult Education Programmes. Most of these students are from all the then ten Northern States and from 1984, it added Abuja, the Federal Capital Territory, The Mass Literacy Campaign Personnel Course which was added in 1983 is a one academic session programme. It is fully funded by the Federal Government.

In 1983/1984 session, a two-year diploma programme in Adult Education was mounted at the request of the permanent Secretaries of the then ten Northern States and of the different organizations for the training of higher level personnel for Adult Education. This course admits students from various establishments throughout Nigeria. For example, it

attracts candidates from the Ministries of Education, Rural Development, Health and Agriculture.

For the Diploma in Adult Education course, a candidate must possess either:-

- a) a Teachers' Grade II (Full) Certificate with at least 4 merit passes;
- b) four credit passes in West African School Certificate (WASC) or General Certificate in Education ordinary level (G.C.E. 'O'L), and
- c) a minimum of merit pass in Certificate in Adult Education and a letter of permission from the sponsoring local government. These students have to pass selection test.

As earlier mentioned, each student is required to have four credit/merit passes at WASC/GCE (OL)/ Grade II T.C. but it is observed that any subject could constitute the credits. The area of concern for researcher is that English language, a subject which is required for the teaching and learning of all Diploma subjects, is not mandated as one of the credits in the admission process. Although the 200 students under study have varying educational backgrounds; different educational stop gaps (the period between one course of study and the other);

varying working experiences and considerable age differences; the totality of these characteristics makes the students of this research unique from those in other institutions where fresh secondary school or Grade II students gain admission into diploma courses. For example, Kwara Polytechnic requires specific grade in English language as pre-entry qualification while in A.B.U. Centre for Adult Education and Extension Services, Zaria this vital aspect is ignored. Moreover lecturers have complained about the inability of students to comprehend their lectures and express themselves effectively during classroom interactions. The students also show lack of interest in the subject (English) and even sometimes wonder why English language is one of the subjects in the curriculum of Adult Education programme.

1.1. 1 Curriculum Content for Diploma II is as follows

English Language,
Adult Learning,
Sociology of Adult Education
Community Development
Mass Communication
Economic Problems and Policies,

Personnel Management/Public Administration,
Government and
Community Health.

The objectives of the Diploma course presented by the then Acting Director, Mr. Terry Murphy, to the Senate in 1982 and approved by the Academic Board are:-

- to properly train and to expose students to adult education principles and practices
- to provide higher level training in adult education; and
- to prepare them for higher level positions in the Ministries, Local Governments and parastatals.

Students need to be proficient in English language to realise the listed objectives.

1.2 Statement of the Problem

This study arose from observed poor performance of the adult education students in English language and complaints from lecturers and external examiners on same. Despite the fact that English is the medium of instruction and communication in all the other students taught in the Centre, it is not made a compulsory pre-requisite for admission. In addition,

the students have to offer English language as a core or compulsory subject in the Adult Education programme. It is not uncommon to find some students unable to convey their ideas effectively in English since these students are taught at the same level in spite of their different English language pre-entry qualifications, they face a lot of difficulties in understanding what is being taught. Hence progress in the course by students and lecturers is hampered. This study therefore intends to assess the effect of the entry qualifications on the students' performance.

1.3 Research Questions

The study will endeavour to find answers to the following questions:

Has pre-entry qualification in English language any effect on students' performance?

- i) Will students with credit/merit in English language perform better than those who had ordinary pass in WASC/GCE(OL) Grade II English language in the final Adult Education English language examination?
- ii) Will students with credit/merit pass in English language in the WASC/GCE (OL) / Grade II perform better than those who failed their WASC/GCE (OL)/Grade II in

the final Adult Education English language examination?

- iii) Will students who enrolled with ordinary pass in the WASC/GCE (OL) /Grade II English language perform better than those who enrolled with fail in their WASC/GCE (OL)/ Grade II in the final Adult Education English language examination?
- iv) Will students who enrolled with Primary school Leaving Certificate with five or more years experience in the field of Adult Education perform better than those who enrolled with credit or merit pass in WASC/GCE (OL) /Grade II English language in the final Adult Education English language examination?
- v) Will students who enrolled with Primary school Leaving Certificate with five or or more years working experience in Adult Education programmes perform better than those who were admitted with ordinary pass in the WASC/GCE (OL)/Grade II English language in the final Adult Education English language examination?
- vi) Will students who were admitted with Primary School Leaving Certificate with five or

- more years working experience in Adult Education programmes perform better than those who enrolled with a failure in WASC/GCE (OL)/Grade II English language in the final Adult Education English language examination?
- viii) Will students who were admitted into Diploma II with Certificate in Adult Education perform better than those who came into the course through direct entry route in the final Adult Education English language examination?

1.4 Hypotheses

From the above research questions seven hypotheses are propounded, viz:

- i) There will be no significant difference between the performance of Diploma II Adult Education students who enrolled with credit/merit pass in WASC/GCE (OL)/ Grade II English Language and those who enrolled with ordinary pass in the final Adult Education English language examination.
- ii) There will be no significant difference between the performance of Diploma II in Adult Education students who enrolled with

credit/merit pass in WASC/GCE (OL)/ Grade II English language and those who enrolled with a failure in the final Adult Education English language examination.

- iii) There will be no significant difference between the performance of Adult Education Diploma II students who enrolled with ordinary pass in WASC/GCE (OL)/ Grade II English language and those who failed in the final Adult Education English language examination.
- iv) There will be no significant difference between the performance of Adult Education Diploma II students who enrolled with credit/merit pass in English language and those who had Primary School Leaving Certificate with five or more years working experience in Adult Education programmes in the final Adult Education English language examination.
- v) There will be no significant difference between the performance of Adult Education Diploma II students who enrolled with ordinary pass in English language and those who had primary School Leaving Certificate with five or more years working experience in Adult Education programmes in the final Adult Education English language examination.

- vi) There will be no significant difference between the performance of Adult Education Diploma II students who enrolled with a failure in English language and those who had Primary School Leaving Certificate with five or more years working experience in Adult Education programmes in the final Adult Education English language examination.
- vii) There will be no significant difference between the performance of Adult Education Diploma II students who were admitted through Certificate Course in Adult Education and those who had direct entry into Adult Education in the final English language examination.

1.5 Justification for the Study

English language is not only an academic subject in the curriculum of Adult Education programme but also the medium through which other subjects are taught and learned. Adult Education subjects' lecturers and external bodies have expressed concern over the low quality of students' performance in communicating their ideas in their various assignments and tests. For example, in 1986, the following internal memorandum was received by the researcher from the then Head of

Department of Adult Education: "Academic Staff noted the appalling standard of English language by Diploma I students. This calls for intensive intervention, moreso that Senate had decided that all University Students must possess a credit in English language" (Musa, 1986).

Tahir (1986) , the moderator of Diploma II Adult Education final examination, reported that quite a number of students in the Diploma class have a lot of problems in communicating their ideas.

Opinions have been expressed as to what could be done to solve the problem of low quality of students' performance in English language. One of the suggestions given by experts on improving the situation is an examination of students. Some studies have indicated that pre-entry qualifications have effects on students' performance, Ojo (1976) and Adinlewa (1980).

1.6 Scope and Limitation of the Study

This study is limited to the Diploma II programme in Adult Education at Ahmadu Bello University, Zaria. The study covers five academic sessions October, 1984 to July 1989, out of which four academic sessions of 1985/1986; 1986/1987; 1987/1988 and 1988/1989 were selected. The total number of subjects who were admitted and who took the final examination in the prescribed English language between 1984 and 1989

sessions had been given as 247 (see table 1). The number of subjects in the study from academic session 1985/1986 to 1988/1989 were two hundred (200). The subjects are from all the states of Nigeria. The data and findings of this study are limited to Diploma students in Adult Education programme, Ahmadu Bello University, Zaria and data collected from records in subjects' files and their final year academic results.

1.7 Purpose and Significances of the Study

The purpose of this study is to investigate the effect of students' pre-entry qualification especially in English language on their academic performance in their Adult Education final examination results.

The study hopes to determine if there is any difference between the performance of students in English who had direct entry to the course and those who came into the Diploma through certificate course.

Since this is the first attempt ever made to determine the effect of pre-entry qualification on the performance of students in the final examination result at the Centre for Adult Education, Ahmadu Bello University, Zaria especially in English Language, the findings from it will form the basis of recommendation to the University authority regarding the level of

Chapter 2

REVIEW OF RELATED LITERATURE2.1 Introduction

The importance of determining the performance of students in the final examination through pre-entry qualification specifically in English language is highlighted in Grieve (1963); Awesu (1974); Olorunleke (1975); Aina (1982); and Mikat (1986). Unlike previous studies, this study has Adult Education programmes in mind.

2.2 The Effect of Pre-Entry Qualification on Students' Performance

Investigations had been conducted on the effect of pre-entry qualification on academic performance on achievement in educational institutions in Nigeria and other countries (Crouch, 1962). Some findings of these studies though not conclusive, showed that there were no significant effects of pre-entry qualifications on academic performances at the end of the course (Awesu, (1962).

Crouch's (1962) study of adults in Cleveland, Ohio (U.S.A.), School of Adults was to find out whether

there is any relationship between achievement scores and previous education and to ascertain whether motivation which is presumed in Adults who voluntarily continue their education below college level has an effect on achievement scores. The data collected were the previous education scores and their present high school achievement scores. The statistical analysis of Spearman's rho (correlation) supported his hypothesis, thus: "that there was no relationship between achievement scores and previous education since the relationship of 0.035 was not significant."

The researcher, here in Nigeria, wants to use Crouch (1962) approach to collect her data on the effect of pre-entry qualification on Adult Education students' performance in the final English language examination in order to see whether she will come out with identical findings.

Awesu (1974) investigated the effect of dual - academic entry qualifications and marital status on the performance of his subjects at the Final Nigerian Certificate in Education Examinations. He collected his data from students' personal files or records and verbal interview with the Heads of Departments. In the study, he compared the final N.C.E. results of those who were admitted with "Teachers" Grade II Certificates and West African School Certificates (WASC). He also compared the performance of those

who were married with bachelors and spinsters to see whether that phenomenon had any impact on their performance. By computing the final year results using simple percentages, Awesu found that there was no significant difference in the performance of Grade II and WASC holders at the final examinations except in Mathematics where the WASC holders performed better.

While Awesu compared the final N.C.E. results of those who were admitted with Grade II T.C. and holders of WASC, this study is taking similar sample but it will compare them with the final Adult Education Diploma II result. This researcher prefers to use only documentary analysis to collect her data rather than using Awesu's approaches which include verbal interview.

It was discovered that Awesu (1974) computed the percentage purely on the basis of passes and failures. He did not indicate the quality of passes in each group. The use of percentage to analyse is not as adequate to produce valid interpretation and qualitative conclusions as the pass-fail dichotomy. This study rather prefers to see the impact of students with credits/merits, ordinary passes, failures in WASC or Grade II in English language examination results and to analyse the data with the analysis of variance statistical method.

In the case of Ojo (1976), he examined the results of pre-entry qualifications of university students to their performance in their degree programme. The study covered all the students who were admitted through direct entry at the Universities of Ibadan, Ife, and Lagos between 1964/1965 and 1966/1967 sessions in six faculties dealing with pure and social sciences. Data on students' entry qualification (grades) along with their part I examination results; final degree examination results and the number of years spent for degree completion were collected. The data collected were subjected to the Chi-square test of significance at 0.05 level.

This present study follows Ojo's approach except that it is conducted in A.B.U. , Zaria where every state of Nigeria is represented. In this study, the hypothesis Ojo (1976) tested to know if there is positive correlation between entry qualification and academic performance, that is, whether the higher the entry grade of a student the better the performance is also the speculation of this study. His findings showed that there was positive correlation between entry grades and performance.

Okpeke (1976) carried out a research work on the "Effect of the Different Entry Qualifications On Students' performances in communication skills in the Department of Administration and Government

Procedures, Staff Development Centre, Kaduna State. Her collection of data on entry qualification was from students personal files and from students' final examination scores in English. She worked on the entire population of her study subjects. These are adequate procedure and acceptable to this study as the subjects were not physically present and they were heterogeneous in nature. The researcher found that students who went through verbal courses (i.e. courses with extensive prose contents, e.g. economics) performed better than those who took non-verbal courses (i.e. course with extensive use of figures e.g. accounting). However, their educational backgrounds did not show any significant effect on the performance of the students in communication skills.

In a similar study, Ugwuanyi (1976) also worked with the entire population of 494 students of the Executive Grade Course in Kaduna Polytechnic who did the course for the period of 1972 to 1975. This was classified into two entry qualification groups (the clerical certificate and secondary school leavers) to test the hypothesis "that students who have good entry qualifications will perform better in Executive Grade final examinations than those who do not possess such entry qualifications". Data on entry qualifications and examination results of the students were collected from their files and analysed according to the dual entry qualification

groupings. Questionnaire was also used. Ugwuanyi used basic statistical measure of averages, ratios, ranking and percentage. It was found that entry qualifications did not exert much influence on the students' academic achievement, especially in the absolute number of passes and failures.

Ugwuanyi (1976), in his classification of subjects into two entry qualifications, lumped together three distinctive entry qualifications in the second category - clerical certificate which comprised (1) Primary school Leavers, (2) Students who left secondary school at class III, and (3) Middle School Certificate holders. This did not adequately discriminate the disparity in the range of qualification of the students under study, and it probably affected the validity of the findings. To minimise such error in categorizing, this study will group its subjects into: WASC/GCE (OL), Grade II and Primary education background, with emphasis on their grading.

Adinlewa's (1980) objectives was to find out the effect of pre-entry qualifications on students performances using students of Educational Planning and Administration of the Institute of Education, Ahmadu Bello University, Zaria, as a case study. The following three categories of entry qualifications

were used in the study: Nigerian Certificate in Education (N.C.E), Grade I Teachers' Certificate and Grade II Teachers' Certificate. Specifically, Adinlewa (1980) indicated that the higher the qualification of students the greater was the academic performance as proved by his three hypotheses; that there would be no significant difference in the academic performances of the three categories of the students mentioned above. The study's total population was based on nine academic sessions from which students of three academic sessions were randomly selected. He used documentary analysis of students pre-entry qualifications and academic records to compute his data. To verify the hypotheses, he used t-test of significance at 0.05 level to analyse the data collected. His findings proved that students with N.C.E. performed best in this programme. This was followed by students with Grade I Teachers' Certificate as their pre-entry qualification. Statistically, two of the three null hypotheses were rejected. This showed that there was no significant difference between the performances of students with N.C.E. and Grade I Teachers' Certificate. But there was significant difference between the performances of students with N.C.E. and Grade II Teachers' Certificate and there was also significant difference between the performances of students with Grade I Teachers' Certificate and Grade II Teachers' Certificate.

This researcher considers Adinlewa's (1980) study of relevance because the underlying assumptions are similar in the sense that it hypothesized that there would be no significant difference between the academic performance of subjects with Nigerian Certificate in Education (N.C.E.), Grade I Teachers' Certificate and Grade II Teachers' Certificate and their performances in the Education Planning and Administration final examination results. However, unlike Adinlewa's study which looked into the students' performances in all subjects, this study narrows its scope to only English language as pre-entry qualification at specific grade levels.

Aina's (1982) study was undertaken to determine the effects of dual - entry qualifications on the performances of students who offered Christian Religious knowledge, History, Education and English at Advanced Teachers' College, Kano (at the final N.C.E). His research tools were: Students' records, students' entry qualification and interview of the Heads of the Departments concerned. To analyse the data, Aina (1982) used simple averages and percentages. He found that students with the West African School Certificate performed significantly better than the Grade II and Pivotal groups in N.C.E.s The WASC and Pivotal groups performed better than Grade II in English. The

outcome is that the West African School Certificate, Grade II and Pivotal were good pre-entry qualification for admission to pursue N.C.E. Course.

Aina's (1982) finding that WASC and Grade II Teachers' Certificate subjects were equally qualified to pursue N.C.E. course is rather different from what this study aims at finding in the sense that the level of pass in the two pre-entry qualification criteria is not specified. Hence, the need to compare the performance of the subjects with credit/pass in their WASC/GCE II T.C. as pre-entry qualification in this study. The use of computer in this study will reduce the error obtainable in using simple averages and percentages.

Oyedeki (1983) in his work examined the possibility of a positive relation between pre-entry working experience and final degree examination performance of education students at the University of Lagos. The sample for the study consisted of 41 arts education graduates (1982 and 1983 graduating sets). The entry qualifications to the three and four year degree programmes considered were: General Certificate in Education ordinary level or Higher School Certificate and Grade II Teachers' Certificate. Chi square (χ^2) test was used to analyse the data at 0.05 level of significance; percentages and arithmetic

mean were also employed. The statistical analysis of the data revealed that working experience has a positive influence on academic performance of first degree University's education of students. It was also found that the length of working experience did affect performance and that those students with upwards of five-years pre-entry working experience had an advantage over those with less number of years of working experience.

Going by Oyedeji's (1987) postulations that working experience could enhance academic performance of university students, this research would like to examine a similar situation but using subjects with Primary education background with long experience in Adult Education programmes.

In conclusion, some of the works reviewed showed that pre-entry qualifications do not have significant influence on students' performance in final examinations. However, most of them indicated that there is significant difference between entry qualification and students' performance especially as highlighted by Awesu (1974) in Mathematics, Ojo (1976) in Sciences, and Adinlewa (1980), Aina (1982) and Oyedeji (1987) in different art based subjects.

2.3 English Language and Communication Skills

English language is one of the compulsory subjects studied by students who undergo the Diploma in Adult Education programme. In the programme, like any other programmes in higher institutions in Nigeria, English is the medium of instruction and classroom communication. The significance of competence in English language cannot therefore be over-emphasized. Olorunleke (1976); and Danjuma (1990).

Grieve (1963) says,

"The importance attached to English language was such that if a student passed five of his six subjects with distinction but failed English he was regarded as having failed all. A candidate would not be entitled to attempt the General Certificate in Education (OL) examinations until he had first of all passed the Qualifying Test in English. It even came to a point whereby candidates must first of all pass General Certificate in Education English before he could obtain permission to attempt other subjects."

Although the above policy has been changed, English still retains its place as a compulsory requirement for admission into most degree and diploma courses.

Lecturers in subjects other than English in the Centre complained about students low proficiency in English as this affects their (students') communication, class interreaction and their final examination results. Empirically, Mikat's et al (1986) and Olorunleke's (1975) researches support the above view. Mikat (1986) said

that English is not only an academic subject in the school curriculum but it is also the medium through which the other subjects are being taught and learned. Examinations themselves are written in English and the examination processes too can not be done exclusively of the proficiency level of the students in English. He further explains that examination in other subjects are nothing more than the tests of proficiency in English.

Consequently, it follows that a student who is proficient in English stands a greater chance of understanding his notes, doing his assignments effectively and perceiving questions correctly.

This review has attempted to present the importance of English language and the necessity of acquiring language skills. It has also revealed that, although researches have been conducted on pre-entry qualifications and students' performances efforts have neglected the specific effect of the level of competence in English Language on the performance of students especially on Adult Education programmes, hence the need for this researcher to investigate this area.

Chapter 3

RESEARCH PROCEDURE AND METHODOLOGY3.1 Introduction

This chapter describes the research design, the target population, the sampling procedure, the instruments, the procedure for collecting data and for statistical analysis.

The study is undertaken to investigate the effect of pre-entry qualifications of students in English language and their performances in the final Adult Education English language examination.

This study is conducted in the Centre for Adult Education and Extension Services, Ahmadu Bello University, Zaria because it is where the researcher is presently working and the Centre has been concerned about the poor state of the students' oral and written English. Another reason for choosing the Centre is that students admitted are usually from all states of Nigeria.

In collecting the data of this study, documentary analysis, often referred to as content analysis, was used while the correlational approach was used in analysing the data collected. The tools of

documentary approach and correlational analysis were found to be most appropriate for this study. For example, Wilson and Dalrymple (1937) used business records to investigate the uses of fraction in the commercial world. Thorndike (1932) used documentary analysis to identify the most commonly used words in the English language. Thorndike's work has been reported as a very valuable tool for developers of elementary language arts texts. Also Osha, (1973), Akanbi, (1977), Isa, (1979) each of who studied the effect of dual-entry qualifications into their respective institutions used documentary analysis as their tool of data gathering. In the case of Awesu, (1975) and Aina, (1982) interviews were used to augment information collected on records. In the case of this study, interview was found to be unnecessary because the information needed to obtain the objectives of the project were available in the students' file and the students concerned had already left the institution.

Correlation studies according to Ary, et al, (1972: 297) are a frequently used type of descriptive research concerned with determining the extent of relationship existing between variables and since this study is concerned with relationship between pre-entry qualification and performance, this method has thus been considered appropriate. According to

Ary, et al, (1972: 289) correlation studies do not require large samples. It can be assumed that if a relationship exists, it will be evident in a sample of a moderate size, for instance 50 to 100.

The records used in this study are: Pre-entry qualification of students admitted for diploma two and their academic performances in English language.

Pre-entry qualification was the independent variable which had been controlled in attempt to ascertain its relationship to other observed phenomena and to ascertain the effect of other variable on it. This variable was the performance of each category of students in the final sessional examinations, which was added to the continuous assessment. The final examination was 40% while the continuous assessment was 30% and student's project 30%.

3.2 Selection of Students

The subjects of this study were the Diploma Two students of the Centre for Adult Education and Extension Services, Ahmadu Bello University (A.B.U.), Zaria. The researcher confined her relation of subjects to the population of students admitted and who finally took all the examinations for the award of Diploma Certificate in Adult Education between

October, 1985/1986 (when the courses started) and July, 1988/1989 academic sessions. The researcher worked with the entire population of 200 subjects in the sessions selected. The use of entire population was adopted by Butcher (1973); Ugwuanyi (1976); Aina (1982). According to Ugwuanyi (1976), this is because he was dealing with heterogeneous variable. The population in this particular project is also heterogeneous.

The records of admission for the course are kept by the Centre's Secretary. According to these records the total number of students who were admitted and who took the final examinations in the prescribed English language and other subjects were 247. This number broken down according to sessions is as follows:

Table 1: Students' Admission in Five Academic Sessions

S/No	Academic Session	No. of Students Admitted
1	1984/1985	47
2	1985/1986	40
3	1986/1987	50
4	1987/1988	64
5	1988/1989	46
Total		<u>247</u>

The researcher selected four academic sessions out of the five listed in table 1. They are 1985/1986; 1986/1987; 1987/1988, and 1988/1989. The decision to choose these four academic sessions was because in 1984/1985 academic session students' entry qualifications were not properly kept and there was no means of getting them interviewed. After consultation, it was decided that the materials for 1984/1985 session were unusable. Thus, the total population in the four academic sessions selected was 200.

3.3 Procedure for Grouping Subjects

In order to know the effect of the source of pre-entry qualification on the performance of the subjects, the entire population was divided into two entry routes into Diploma II. The break down is as follows:

Table 3.2 Entry Route to Diploma II
in Adult Education

Date	Direct	Certificate	Total Per Session
1985/1986	33	7	40
1986/1987	39	11	50
1987/1988	47	17	64
1988/1989	29	17	46
Total	148	52	200

1. Direct route refers to entry qualification through direct admission. These are subjects admitted for two years to read Diploma in Adult Education.
2. Certificate route refers to subjects with Adult Education Certificate from Ahmadu Bello University, Zaria and other Adult Education Centres, who skip diploma one.

The above grouping was necessary in order to know whether there would be any difference in the performance of different routes.

For the English language entry qualification the researcher had identified seven distinctive categories in the population as shown in table 3.

Table 3.3 Entry English Qualification
By Categories

Date	Categories							TOTAL
	WASC/GCE OL			GRADE II			PRY	
	1	2	3	4	5	6		
1985/1986	6	7	8	4	11	2	2	40
1986/1987	11	11	11	3	10	2	2	50
1987/1988	9	14	12	3	15	6	5	64
1988/1989	4	15	12	2	6	5	2	46
	30	47	43	12	42	15	11	200

Key:

1) WASC/GCE (OL)	Credit
2) WASC/GCE (OL)	Pass
3) WASC/GCE (OL)	Fail
4) Grade II T.C	Credit/Merit
5) Grade II T.C.	Pass
6) Grade II T.C.	Fail

7. Primary School Leaving Certificate with five or more years working experience in the field of Adult Education.

The above table 3.3. shows the number of students admitted in each of the seven categories for each of the four academic sessions. For easier understanding of the findings, the seven categories identified were later condensed in four major groups, viz:

- Category 1 - refers to those students who were admitted with credit/merit pass in WASC/GCE (OL) and Grade II T.C. in English language.
- 2 Those admitted with ordinary pass in WASC/GCE (OL) and Grade II T.C. in English language
3. Those who were admitted with fail in English language in WASC/GCE (OL) and Grade II T.C.
4. Those who had Primary School Leaving Certificate with five or more years working experience in a related field (Adult Education) in their pre-entry qualification and had passed the selection test of English language.

Table 3.4 Four Major Entry Qualification
Categories:

Academic Session	1	2	3	4	Total
1985/86	10	18	10	2	40
1986/87	14	21	13	2	50
1987/88	12	29	18	5	64
1988/89	6	21	17	2	46

3.4 Instrument Used for Collectiong Data

The purpose of the study was to determine the effect of pre-entry qualifications in English language on the students' performance.

Firstly, the researcher intends to know the effect of credit and merit level pass in English language in students' pre-entry qualifications on the final Diploma English language examination result;

Secondly, to know the effect of ordinary pass level in English language in their pre-entry qualifications on the final Diploma English language examination result.

Thirdly, to know the effect of failure in English language in their pre-entry qualifications and the final Diploma English language examination result.

Fourthly, to know the effect of those who had primary education with five or more years working experience in their pre-entry qualification in the final Diploma English language examination.

Based on these categories the following instruments have been chosen:

1. Students' record files containing entry qualifications and personal data.
2. Academic records of the diploma II students
3. The pre-entry qualification of each student was collected from their personal files. The examination records were also obtained from the examination officer of the Centre. The final result was based on their work in Diploma curriculum through the continuous assessment which contributes 30% and final examination contributes 40% and the students' project work contributes the remaining 30%. Moreover the final examinations are moderated by external assessors, mainly from Adult Education Centres in any of the Universities in the north.

3.5 Method for Analysis

The data are analysed with the analysis of variance (ANOVA) statistical Method. Raw scores

obtained in the final Diploma II in Adult Education English language examination of each of the four categories of students were collected. The mean of their performance in the examination were found and analysed academic session by academic session. These means were used to compare the results of the different categories during the four academic sessions. The comparison was made as follows:

1. The performance of Diploma II final English language examination of students with credit/merit pass in English in WASC/GCE (OL) Grade II T.C. as their pre-entry qualification and those that had pass in English in their pre-entry qualification.
2. The performance of students with credit/merit pass in WASC/GCE (OL)/Grade II T.C. English language in their pre-entry qualification in Diploma II final English language examination result and those with fail in WASC/GCE (OL) / Grade II T.C. English language.
3. The performance of students who enrolled with pass in WASC/GCE (OL)/Grade II T.C. English in the Diploma II Adult Education final English language examination, and those who enrolled with fail.

4. The performance of students who enrolled with credit /merit pass in WASC/GCE (OL)/Grade II T.C. English in the Diploma II Adult Education final English language examination with relevant working experience in Adult Education programmes.
5. The performance of students who enrolled with ordinary pass in WASC/GCE (OL)/Grade II T.C. English in the Diploma II Adult Education final English language examination and those that enrolled with Primary Education with relevant working experience in Adult Education programmes.
6. Performance of students who enrolled with fail in WASC/GCE (OL) Grade II T.C. English in the Diploma II Adult Education final English language examination and those with Primary Education.
7. The performance of students with direct entry into Diploma course in Adult Education in the Diploma II final English language examination and those that were admitted into diploma II through their performance in Certification in Adult Education course.

Then the means of the four academic sessions for each of the 4 categories of students were found. Then the null hypotheses were tested statistically. Significance of differences was determined by the usual t-test 0.05 level of signifance.

Chapter 4

ANALYSIS AND INTERPRETATION OF DATA4.1 Introduction

The main purpose of this study is to investigate the effect of pre-entry qualification on students' performance in Adult Education Diploma II final English Language examination result.

In this chapter an attempt is made to analyse the performance of Adult Education Diploma II students' final English Language examination result over a period of four academic sessions (1985/1986; 1986/1987; 1987/1988 and 1988/1989 and to assess the effect their pre-entry qualification had on this performance. Analysis in this chapter means the categorizing, manipulating and summarizing of the data collected to obtain answers to the research questions (see Chapter one page 5). The statistics employed in categorizing, ordering and summarizing the data were percentage and t-test. These statistics were discussed in chapter three of this study.

Table 4.1 Categories of Pre-Entry Qualification of Subject Admitted to Adult Education Diploma Course from 1985/1986 to 1988/1989 Academic Sessions

Category	Frequency	Percent	Valid Perc.	Cum. Perc.
1	42	21.0	21.0	21.5
2	89	44.5	44.5	65.5
3	58	29.0	29.0	94.5
4	11	5.5	5.5	100.0
Total	200	100.0	100.0	

The table indicates categories of entry qualification of students into Adult Education Diploma II. Category 1 are students with credit/merit pass in West African School Certificate Examination (WASC)/General Certificate in Education ordinary level (GCE (OL)) or Grade II Teachers' Certificate (Grade II T.C.) in English Language as their pre-entry qualification; category 2 stands for students with ordinary pass in WASC/GCE(OL)/Grade II in English Language; category 3 indicates fail in WASC/GCE(OL)/Grade II English Language; and category 4 is for Primary School Leaving Certificate with relevant Adult Education working experience. For category 1, forty-two students (21.0) had credit in their pre-entry qualification; category 2 had eight-nine students (44.5%) with ordinary pass in their pre-entry

qualification; category 3 had fifty-eight students (29.0%) with fail in their pre-entry qualification while category 4 had eleven students (5.5%) with Primary education with relevant experience in Adult Education in their pre-entry qualification.

Table 4.2 The Mean Score of Students Performance for 1985/1986 Academic Session in Diploma II Adult Education Final English Language Examination.

Category	No. of Students	Mean
1	10	56.10
2	18	55.72
3	10	44.50
4	2	50.50
40		

The above table shows that in 1985/1986 session, forty students were admitted for Diploma II course in Adult Education. The breakdown in the table indicates that category 1, that is, students with credit in English in their pre-entry qualification had 56.10% as the mean score, category 2, that is, students with ordinary pass in English as their pre-entry qualification had 55.72%; category 3, that is,

students with fail in English in their pre-entry qualification had 44.50% while those in category 4 who had primary school Leaving Certificate with five or more years working experience in Adult Education programmes had 50%. It is recognised that 40% is a pass grade in the Centre for Adult Education, therefore all the category of students under study passed the 1985/1986 final Adult Education English Language Examination.

With the stated result, it would be established that students with credit or merit in English Language in their pre-entry qualification with the mean score of 56.10% performed better than students with ordinary pass in their pre-entry qualification who had 55.72%. Students with ordinary pass did better than students with fail who had a mean score of 44.50%. Students with Primary School Leaving Certificate who had 50.50% performed better than students with fail who went through Secondary education. The analysis of the results of the four categories of students showed that they did not perform equally in the Diploma II Adult Education English Language examination for the session 1985/1986. Students in category 1 who were regarded as better qualified students for the programme performed by 0.38% more than those in category 2. These two categories' performances were very close. Students in

category 3 performance was very low compared to the performance of students in categories 1 and 2 with 11.60% and 11.12% respectively while students in category 4 who were regarded as the least qualified or non-qualified students could be rated third in the norm-reference position. They performed better than students in category 3 (with the mean score of 6.00) who were the third recommended for Adult Education Diploma course.

The researcher found it necessary to analyse performance of each of the rest of the three academic sessions in order to be able to make valid and reliable statements on the effect of pre-entry qualification on the Adult Education final English Language examination result.

Table 4.3 The Mean Score of Students' Performance for 1986/1987 Academic Session in Diploma II Adult Education Final English Language Examination.

Category	No. of Students	Mean
1	14	60.57
2	21	53.57
3	13	47.54
4	2	46.00
Total	50	

The analysis of the data collected for 1986/1987 academic session showed that fifty students were admitted for Diploma II course in Adult Education for that session. 14 of them were in category 1, 21 in category 2, 13 in category 3, and 2 in category 4. The analysis (Table 4.3) showed that students in category 1 obtained the highest mean score of 60.57%. This was followed by students in category 2 with the mean score of 53.57%, followed by the students in category 3 with the mean score of 47.54%. Students in category 4 had the least mean score of 46.00%. It should be noted that all the four categories of the students passed. The researcher observed here that students in categories 3 and 4 mean scores were very close with the mean difference of 1.54% unlike in 1985/1986 Academic session when students in category 4 performed significantly better with the mean of 6.00%. The mean difference of 1.54% does not make students in category 3 academically better than those in category 4. Nevertheless, in the light of this finding, the hypothesis was accepted at a mean of 46.00.

Table 4.4 The Mean Score of Students' Performance for 1987/1988 Academic Session in Diploma II Adult Education Final English Language Examination.

Category	No. of Students	Mean
1	12	55.58
2	29	57.10
3	18	52.83
4	5	48.20
Total	64	

During 1987/1988 academic session sixty-four (64) students were admitted into Diploma II Adult Education programmes. The above analysis of the data showed that all the four (4) categories passed. There were 12 students in category 1 with the mean score of 55.58%, in category 2, there were 29 with the mean score of 57.10%. Category 3 comprised 18 students with the mean score of 52.83% while category 4 consisted of 5 students with the mean score of 48.20%. Generally speaking, the overall performance of students for 1987/1988 academic session were better than the previous ones. The mean scores of the first three categories were averagely good and the mean score of the students in category 4 was better than for 1986/1987 academic session by 2.20%. The performances of the four categories of students agree with the

— researchers' null hypothesis earlier propounded.

Table 4.5 The Mean Score of Students' Performance for 1988/1989 Academic Session in Diploma II Adult Education Final English Language Examination.

Category	No. of Students	Mean
1	6	39.83
2	21	40.76
3	17	36.71
4	2	26.00
Total	46	

Forty-six (46) students did Diploma II Adult Education final English Language examination. The analysis shows that there were 6 students in category 1 with the mean score of 39.83%, in category 2, there were 21 students with the mean score of 40.76%, category 3 had 17 students with the mean score of 36.71% and in category 4, there were 2 students with the mean score of 26.00%. Students performance, according to the data analysis, was very low generally compared with the previous Academic sessions. None of the categories of students attained average mean score. Students in category 1 who were regarded as having the required qualification performed lower than students in category 2. 1986/1987 category 1 students with the mean score of 60.57% performed

considerably better than category 1 of 1988/1989 academic session who had a mean score of 39.83%. The latter performance was less by 20.72%. This is incredible. Among the four categories, only categories 1 and 2 could be regarded as having the minimum passing grade of (40%) recommended

In order to make a better comparison of the performance of the 4 categories of students in the study, the overall mean percentages of their scores for the four academic sessions already analysed and discussed were computed as shown in the table below:

Table 4.6 Average Mean Score Percent for 1985/1986; 1986/1987; 1987/1988 and 1988/1989 Academic Sessions in Diploma II Adult Education Final English Language Examination.

Category	No. of Students	Mean
1	42	55.119
2	89	52.135
3	58	45.482
4	11	44.181
Total	200	

The analysis of the groups' mean score revealed that all the 4 categories of students for the 4 academic sessions passed. Students in category 1, that is, students with credit/merit did better than all the rest of the three groups with the mean score of 55.12%, followed by students with ordinary pass with a mean score of 52.13%. Category 2 students performed better than the students in category 3 whose mean score was 45.48%. Category 4 students had the least mean score of 44.18%.

4.2 Testing of Hypotheses

The academic performance of the four categories of students admitted for the Diploma II course in Adult Education had been analysed and the analysis had revealed certain degree of differences. The seven hypotheses propounded by the researcher were tested statistically. The mean score for the four academic sessions were used. The significance of the difference between mean and t-test of significance were used to test whether differences were really significant or not.

The following are the hypotheses and their results.

Hypothesis 1

There will be no significant difference between the performance in Adult Education Diploma II students who were admitted with credit/merit in WASC/GCE (OL)/Grade II T.C. English Language as their pre-entry qualification and those who were admitted with ordinary pass in WASC/GCE (OL)/Grade II as their pre-entry qualification.

Table 7: Testing of Hypotheses 1 H_{01}

Category of Pre-entry Qualification	No.	Mean (x)	Mean Diff	Sd	Table T	Cal T	Df	Level of Sign Set
1	42	55.12		10.52				
			2.99		1.96	1.75	129	0.05
2	89	52.13		8.37				

On the basis of the statistical analysis in the above table, the hypothesis was not rejected. The level of significance was set at 0.05 and the t-test table with the 129 degrees of freedom (df) gave 1.96. The calculated t for the hypothesis is 1.75. This level was less than the level of significance set. Therefore, there was no significant difference between the performance of students with credit/merit in English in WASC/GCE (OL)/Grade II T.C. and students with

ordinary pass in WASC/GCE (OL)/Grade II T.C. English Language as their pre-entry qualification.

Hypothesis 2

There will be no significant difference between the performance of Adult Education Diploma II students who had a credit/merit in WASC/GCE (OL)/Grade II in English Language as their pre-entry qualification and those who had a fail in WASC/GCE (OL)/Grade II T.C. in English Language as their pre-entry qualification.

Table 4.8 Testing of Hypothesis 2 HO₂

Category	No.	Mean (x)	Mean diff	Sd	Table T	Cal. T	df	Level of Sig.
1	42	55.12		10.53				
			9.64		2.00	4.37	98	0.05
3	58	45.48		11.13				

The table of two tailed test of significance with df 98 at 0.05 gave 2.00. The calculated t for the hypothesis was 4.37. This shows that the t-test for that hypothesis was more than the level of significance set, therefore the hypothesis was rejected. It means there was a significant difference in the performance of students who enrolled with a credit/merit in WASC/GCE(OL)/Grade II T.C. English Language and those who enrolled with

a fail in WASC/GCE (OL)/Grade II T.C. in English Language.

Hypothesis 3

There will be no significant difference between the performance of Adult Education Diploma II students who had ordinary pass in WASC/GCE (OL)/Grade II T.C. English Language as their pre-entry qualification and those who had a fail in WASC/GCE(OL)/Grade II T.C. as their pre-entry qualification.

Table 4.9 Testing of Hypothesis 3 H_{O3}

Category	No.	Mean (x)	Mean diff	Sd	Table T	Cal. T	df	Level of Sign.
2	89	52.13		8.37				
			6.65		1.96	4.13	145	0.05
3	58	45.48		11.13				

The hypothesis was rejected because the calculated $t(4.13)$ for the hypothesis was greater than the level of significance at 0.05 which was 1.96 on the t-table with df 145. Thus, there was a significant difference between the performance of students who had ordinary pass in WASC/GCE (OL)/Grade II T.C. in English as their pre-entry

qualification and those who had a fail in WASC/GCE (OL)/Grade II T.C. in English as their pre-entry qualification.

Hypothesis 4

There will be no significant difference between the performance of Adult Education Diploma II students who had a credit/merit in WASC/GCE (OL)/Grade II T.C. in English Language and those who had Primary School Leaving Certificate with five or more years of experience in the field of Adult Education in their pre-entry qualification.

Table 4.10 Testing of Hypothesis 4

Category	No	Mean (x)	Mean diff	Sd	Table T	Cal. T	df	Leave of Sign.
1	42	55.12		10.53				
			10.94		2.021	2.94	51	0.05
7	11	44.18		12.77				

The level of significance set for the hypothesis was at 0.05 gave 2.021 at 51 df on the two tailed test table. The calculated t was 2.94. It means that the calculated t-value was greater than the table t,

therefore there was a significant difference between the performance of students with a credit/merit in WASC/GCE(OL)/Grade II T.C. English and students with Primary School Leaving Certificate with five or more years experience in the field of Adult Education.

Hypothesis 5

There will be no significant difference between the performance of Adult Education Diploma II students who had ordinary pass in WASC/GCE(OL)/Grade II T.C. English Language and those who had Primary School Leaving Certificate with five or more years experience in the field of Adult Education in their pre-entry qualification.

Table 4.11 Testing of Hypothesis 5

Category	No.	Mean (x)	Mean diff	Sd	Table T	Cal. T	df	Level of Sign.
2	89	52.13		8.37				
			7.95		2.00	2.79	98	0.05
7	11	44.10		12.77				

The level of significance set for the above hypothesis was 0.05 which at df 98 gave 2.00 and the calculated t was 2.79. This shows that the calculated t for the hypothesis was more than the level of

significance. The hypothesis was rejected because the t test fell in the critical region. It means that there was a significant difference between the performance of Adult Education Diploma II students who was admitted with ordinary pass in WASC/GCE(OL)/Grade II T.C. English as pre-entry qualification and those who were admitted with Primary School Leaving Certificate with five or more years experience in the field of Adult Education.

Hypothesis 6

There will be no significant difference between the performance of Adult Education Diploma II students who enrolled with a fail in WASC/GCE(OL)/Grade II T.C. English and those who enrolled with Primary School Leaving Certificate with five or more years experience in the field of Adult Education in their pre-entry qualification.

Table 4.12 Testing of Hypothesis 6

Category	No.	Mean (\bar{x})	Mean diff	Sd	Table T	Cal. T	df	Level of Sign
3	58	45.48		11.13				
			1.30		2.000	.35	67	0.05
7	11	44.18		12.77				

The hypothesis was accepted because the calculated t according to the above analysis was 0.35 while the table t -test of significance at 0.05 and at df 67 was 2.000. Obviously the calculated t for the hypothesis was far less than the table t . This means that there was no significant difference between the performance of Adult Education Diploma II students who enrolled with a fail in WASC/GCE(OL)/Grade II T.C. in English Language and those who enrolled with Primary School Leaving Certificate with five or more years experience in the field of Adult Education.

Hypothesis 7

There is no significant difference between the performance of Adult Education Diploma II students who were admitted into Diploma II through Certificate Course in Adult Education and those who had direct entry into Adult Education Diploma Course.

Table 4.13 Testing of Hypothesis 7

Session	Cate- gory	No. of sub- ject	Mean \bar{x}	Sd	T Table	Calcu- lated T	df	level of Sig.																																		
1985/86	1	7	52.71	10.58	2.042	-.01	38	0.05																																		
	2	33	52.76	9.37					1986/87	1	11	50.91	5.47	2.021	-1.30	48	0.05	2	39	54.44	8.46	1987/88	1	17	53.12	6.74	2.000	-1.32	62	0.05	2	47	55.57	6.53	1988/89	1	17	42.12	8.99	2.021	1.94	44
1986/87	1	11	50.91	5.47	2.021	-1.30	48	0.05																																		
	2	39	54.44	8.46					1987/88	1	17	53.12	6.74	2.000	-1.32	62	0.05	2	47	55.57	6.53	1988/89	1	17	42.12	8.99	2.021	1.94	44	0.05	2	29	36.38	10.07								
1987/88	1	17	53.12	6.74	2.000	-1.32	62	0.05																																		
	2	47	55.57	6.53					1988/89	1	17	42.12	8.99	2.021	1.94	44	0.05	2	29	36.38	10.07																					
1988/89	1	17	42.12	8.99	2.021	1.94	44	0.05																																		
	2	29	36.38	10.07																																						

The table indicates the performance of students in categories 1 and 2 over a period of 4 sessions. Category 1 were subjects with certificate in Adult Education in Diploma II class and category 2 were subjects with direct entry into Adult Education Diploma Course. The number of subjects for the four sessions were, 40, 50, 64 and 46 respectively. The mean performance of the subjects for the first three

sessions range from 50% to 55% which was a little above average while below average performance was recorded in the 4th session with the mean of 42.12 and 36.18 respectively.

The outcome of H_0 testing showed that performance of the subjects in 1985/1986, 1986/1987 and 1987/1988 in Adult Education Diploma II English final result was slightly above average. The 4th session performance showed a marked decline for both categories. The above t-test table and calculated t for the four sessions have shown that there was no significant difference between the performance of subjects with Certificate in Adult Education and those with direct entry into Adult Education Diploma course.

Chapter 5

SUMMARY, CONCLUSION, RECOMMENDATIONS
AND SUGGESTION FOR FURTHER RESEARCH5.1 Summary of the Findings

This chapter attempts to give a summary of major findings of the study conducted in the Centre for Adult Education and Extension Service, Ahmadu Bello University, Zaria on 200 students who offered Diploma in Adult Education from 1985/1986 to 1988/1989 academic sessions. It specifically looked at the effect of pre-entry qualification in English Language on students' performance in their final Adult Education English Language examination. The study was also designed to ascertain whether there was any significant difference between the performance of the four categories of students viz:

1. Students with credit/merit in WASC/GCE(OL)/
Grade II English as pre-entry qualification.
2. Students with ordinary pass in WASC/GCE(OL)/
Grade II English Language.
3. Students with failure in WASC/GCE(OL)/
Grade II English Language.

4. Students with Primary School Leaving Certificate with five or more years working experience in Adult Education programmes.

Seven hypotheses were developed and tested on the performance of the aforementioned categories.

Hypothesis 1 was accepted on the fact that there was no significant difference between the performance of students in category 1 and those in category 2 in the Diploma II final Adult Education English Language examination. The finding was that students in categories 1 and 2 have almost the same level of performance in the final examination result as the mean difference was just 2.99.

Hypothesis 2 was rejected as there was significant difference between the performance of students in category 1 and those in category 3. The difference is that students in category 1 performed better than students in category 3 with a mean difference of 9.64.

Hypothesis 3 was rejected because there was significant difference between the performance of students in category 2 and those in category 3. The result was that students in category 2 performed better than students in category 3 with a mean difference of 6.25.

Hypothesis 4 was also rejected as students in category 1 performed significantly better than students in category 7 with a mean score of 10.94.

Hypothesis 5 was rejected as there was significant difference between the performance of students in category 2 and those in category 7. Category 2 recorded a better performance than category 7 with a mean difference of 7.95.

Hypothesis 6 was accepted because there was no significant difference between the performance of students in category 3 and that of 7. The performance of the two categories were almost at the same level with a slight mean of 1.30.

Hypothesis 7 was also accepted as there was no significant difference between the performance of students in category 1 (students with certificate in Adult Education) and those in category 2 (students with direct entry) in all the four academic sessions under study. The mean difference ranges from -0.01 to 1.94.

5.2 Conclusion

From the findings made in this study, the researcher has come out with three categorical statements about accepting or rejecting the hypothesis; students with credit or merit in WASC/GCE(OL)/ Grade II T.C. English Language as their pre-entry qualified had better performance in Adult Education final English Language result as compared to those who failed their WASC/GCE (OL)/Grade II English Language and those who had Primary School Leaving Certificate with relevant Adult Education working experience. The good performance of the students with credit/merit might have come as a result of their ability to understand class teaching which is done in English Language, understand examination questions very well and give accurate responses to lecturers' questions. For example, the result of 1986/1987 was the best probably as a result of more enrolment of students with credit/merit in English Language as pre-entry qualification than in the 1985/1986; 1987/1988; and 1988/1989 academic sessions.

Students with Certificate in Adult Education did not perform as much as those who went through direct entry into Adult Education Diploma programmes in final Adult Education English Language in the 1985/1986; 1986/1987, and 1987/1988 academic sessions' results.

The reasons for the low performance of these certificate students probably might be (1) some of them obtain their certificate in Adult Education with only Primary Education background in English and did not have secondary education which is a pre-requisite for the English needed by professional students (Diploma in Adult Education students); (2) majority of them also had low grades in their WASC/GCE (OL)/Grade II English Language; (3) in addition, they skip Diploma 1 English which could have given them a good grounding. However, the session 1988/1989 result showed that Certificate in Adult Education group performed better than the Direct Entry group. The reason might be that many credit/merit category of students came from Certificate group and their good performance enhance the session's result.

Students with fail in WASC/GCE(OL)/Grade II T.C. English Language and those with Primary School Leaving Certificate with relevant Adult Education working experience did not perform as well as those in categories 1 and 2 although all the former two categories obtained pass grades for the four sessions' Adult Education Diploma II final English Language result. This is as a result of low grades/levels in English Language at WASC/GCE (OL)/Grade II T.C. and Primary School Leaving Certificate respectively.

These are the set of students that always refuse to turn in assignments and complain about the inclusion of English Language as subject in the curriculum of Adult Education.

The study has shown that performance in Adult Education Diploma course can be enhanced by good pre-entry qualification in English Language as evident in the performance of students with credit, merit/pass in their pre-entry qualification in the first three years academic sessions (1985/1986; 1986/1987; and 1987/1988). It is also observed that 1988/1989 academic session recorded the lowest mean in all the categories in the final year result. This session's result might have been generally affected by the low number of credit/merit category of students admitted for the session in question.

The study also indicated that students who failed English in their WASC/GCE (OL)/Grade II and students with Primary Educational background even with relevant Adult Education working experience are not very suitable for Diploma course in Adult Education.

The adverse effect of the selection that does not take cognisance of English Language as an important pre-entry qualification for Adult Education Diploma

course was vivid in the 1988/1989 sessional Adult Education final English Language result when the mean scores of the four categories, viz, credit/merit, ordinary pass, fail and Primary Education levels fell between 26.00% and 40.76%. This fact is supported by the observations made by an external examiner in 1986/1987 moderation of Diploma II examination paper and Adult Education lecturers who complained that the difficulty they face in communicating with the students in English Language when teaching subjects like Mass Communication, Sociology of Adult Education, Community Development, etc.

The findings of this study do not agree with those by other researchers who claimed that pre-entry qualification had no effect on the performance of students in their final examination results. They are researchers like Awesu (1974), Okpeke (1976), Ugwuanyi (1976) and Adinlewa (1980) who looked into the performance of students while this researcher looked into the effect of English Language as pre-entry qualification on the performance of students in Adult Education English Language.

5.3 Recommendation

1. It is recommended in this study that the Adult Education Authority should consider the following in their selection test:
 - (a) English Language should be seriously considered as a pre-entry qualification for students reading Diploma Course in Adult Education. Furthermore, the entry grade/qualification for it should be tagged at credit/merit or pass level in WASC/GCE (OL)/Grade II T.C.
 - (b) Candidates with credit or merit in English Language in WASC/GCE (OL)/Grade II T.C. with any other three (3) subjects should be admitted into the Adult Education Diploma course.
 - (c) Candidates with fail in WASC/GCE (OL)/Grade II T.C. and Primary School Leaving Certificate with relevant Adult Education working experience could be put in the certificate course as a preparatory ground for the Diploma course.

- (d) Candidates who are usually admitted to Diploma course in Adult Education because they have four (4) credits in WASC/GCE (OL)/Grade II T.C. in any subject should have to include English as one of the pre-entry qualifications to at least ordinary pass level.
- (e) The Adult Education Library should be well stocked with English textbooks to aid students in improving on their English Language performance.

2. Adult Education lecturers should observe students' errors of English usage as they read their (students') assignments, examinations and interaction in the class, with a view of drawing the attention of the English Language lecturers to students' deficiencies. This has multi purpose advantage as it will improve the teaching-learning situation in every subject.
3. The students should be encouraged to read newspapers, magazines, novels and be involved in literacy societies to improve on their spoken and written English Language.

5.4 Suggestions for Further Research Work

The researcher suggests the following for further research:

1. Researches should be conducted to establish the relationship between performance in English Language and other subjects in Adult Education Diploma programme on a long term basis.
2. Researches should be conducted on the effect of pre-entry qualification on students' performance in English Language in more Adult Education Centres or Universities as this study was narrowed down to only the Centre for Adult Education and Extension Services, Ahmadu Bello University.
3. Researches should be conducted on the effect of English Language as a pre-entry qualification on the performance of students of other Diploma courses, such as Law, Accountancy, Business Administration to establish the cause of low performance in the students' final examination results.

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APPENDIX I

CENTRE FOR ADULT EDUCATION AND
EXTENSION SERVICES, AHMADU BELLO
UNIVERSITY, ZARIA.

May, 1986.

Applications are invited from suitably qualified candidates for admission to the following course for the 1986/87 Academic Session:

1. Two - Year Diploma in Adult Education:
Admission Requirements (any of the following);

- a) Teachers' Grade II Certificate (with at least merits).
- b) Four (4) Credits in WASC/GCE (OL).
- c) Certificate in Adult Education with at least a merit pass.

2. Selection Test

Candidates in category 1(c) above should present themselves at the Centre for Adult Education and Extension Services, Ahmadu Bello University, Zaria on Saturday 20th August, 1986 at 9. 00. a.m. for Selection test.

3. Method of Application

Application forms are obtainable from the Secretary Centre for Adult Education and Extension Services, Ahmadu Bello University, Zaria, on payment of non-refundable fee of ₦50.00.

- a) In Bank Draft, made payable to the Centre for Adult Education and Extension Services, Ahmadu Bello University, Zaria.

b) By Cash

No postal Orders or any other method of payment is acceptable. Candidate sending Bank Draft by post should also include a self addressed envelope measuring about 25 cm x 20 cm and affixed with 2k stamp,

4. Closing Date

No application form will be issued or accepted
after 10.00 a.m. on Friday 27, September, 1986.

Appendix II

DIPLOMA IN ADULT EDUCATION
ENGLISH LANGUAGE SYLLABUS**Aim:**

The aims of the English language programme for the Diploma in Adult Education are thus:

To equip the students for the 2-year course by giving them the language skills required to be able to follow and maximize their responses to, and participation in, instruction in all aspects of the course. They also need to be giving practice in the language skills they require to be able to effectively perform their post-course role as organizers and supervisors of Adult Education programmes.

Course Outline

1. Oral English - discussions, debates, public speeches
2. Listening Comprehension - Reading, Note taking.
text of varying graded levels.
3. Reading comprehension and Summary - extensive and intensive reading.
Essay writing - Narration, description, argumentation etc.
Letter Writing - Informal, formal and semi-formal.
Punctuation.
Lexis and Structure - Tenses, passive voice,

Reported speech, conditional sentences,
 determiners (indefinite and definite) Question
 Tags, Pronoun (each other, one another,
 themselves etc) agreement or concord (e.g.
 Noun + Verb) Extensive reading - Reading for
 enjoyment - Achebe, C. Things Fall Apart, A Man
 of the people Mongo Beti - Mission to Kala.

Text Books

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 Longman Group Ltd., London.

Allen, W.S. (1960), Living English Structure, Longman
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Aja, S.M.O. (1985), Summary and Comprehension, Int.
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Appendix III

CENTRE FOR ADULT EDUCATION
AND EXTENSION SERVICES
AHMADU BELLO UNIVERSITY, ZARIA

DIPLOMA I - FINAL EXAMINATION - 1986/87 SESSION

ENGLISH LANGUAGE

TIME: 3 HOURS

SECTION A:

Write a composition on any one of the subjects below. You are advised to spend one hour on this question.

You are reminded that you will gain marks for orderly arrangement and accuracy of spelling, sentence structure and punctuation.

Your answer should be approximately 350 words long.

1. A relative who is not very rich is paying for the course you are studying. You have a chance of taking a further two year course, provided that your relative can pay part of the cost. Write a letter explaining why you are interested in furthering your course.

40 marks.

2. Write a letter to your English teacher who taught you a few years back expressing your satisfaction or dissatisfaction about his or her teaching.

40 marks.

3. Write a story with the title "The thief was not caught."

40 marks.

4. You are the Secretary of a certain college Old Boys' Association. You have been asked to give the report on the activities of the Association at their Annual General Meeting. Write your report.

40 marks.

5. Write for or against the motion: "Beauty contest should be Discouraged."

40 marks.

SECTION B

Read the following passage carefully and answer the questions that follow it. Use your own words as much as possible to convey the same message as the one in the passage. Credit will be given to good summary of the answers given.

The Passage

Children are wanted by every married couple in Ghana. It is the only purpose for marriage in many villages. Parents want many children because this means that they are especially loved by the gods. In addition, children are a social and an economic asset. They help with the chores in the house and on the farm, they serve guests, they become a form of 'social security' for the parents in old age, and they serve as a source of family prestige. They also represent the continuation of the lineage, which is of great importance to Ghanaian families. Because of the value they placed on having children, parents feel that they must provide for their children's physical needs. So they feed them, clothe them, send them to school, find jobs for them and then marry them off. In return for this parental care, children are to respect and obey their parents when they are young, and when they become mature, children are then expected to support their parents in their old age.

The same attitude of the Ghanaian parents towards having a large family is also found in the Philippines, especially among families living in the rural areas. To Filipino parents, children are a measure of God's grace to them, an indication that parents are leading good lives. Since the large families are of the extended type, having many children is not a deterrent to the mother's activities since the older children become responsible for the smaller ones.

Kenya parents also exhibit a strong desire to have children. The Gusal mothers in Nyansongo, a village in South-Eastern Kenya, feel that the most important purpose for marriage is to have children. For them, bearing children is very important to a woman. It is believed that if a woman is childless, she is being cursed by some evil spirit for some misbehaviour before marriage. Women of Nyansongo give birth to children about every two years until menopause.

The Gusal of Nyansongo consider the new-born infant as fragile and susceptible to many evil influences. These fears, no doubt, originate from the fact that

nearly one-half of the children born in Nyansongo do not live past childhood. Therefore, every effort is made to satisfy its needs and to ensure its physical safety. Before the time of their initiation into adulthood, both boys and girls are considered to be of inferior status. Because of their lowly position children are ordered about like servants and punished freely for misdemeanors and accidents.

In contrast to the parental attitudes of parents in Ghana, Kenya and the Philippines, most parents in America, view their children as economic liabilities. Protective laws in America forbid parents to send their children to work at an early age, so children no longer contribute a significant part to the family income. (Only a few American children still contribute their share to the economic life of the family by helping on the farm. Thus American children are seen as an economic drain on the family from birth until they finish high school or college.

1. Why do people in rural areas of Ghana marry?
4 marks.
2. Mention five reasons, according to the passage, why people want many children: 10 marks.
3. How do the Gusil mothers regard childlessness in a woman)? 4 marks.
4. Why do Gusil Nyansongo consider new-born infant susceptible to many evil influences? 4 marks.
5. Why do most American mothers regard having many children as an economic liability? 4 marks.
6. Give the meanings of the underlined words or group of words according to how they are used in the passage: 6 marks.
7. What does the author think are the economic advantages of having many children in any typically traditional family? 4 marks.
8. What common parental care do Ghanaian and Gusil parents give to their children? 4 marks.

SECTION CObjective Questions

In the following passage the numbered gaps indicate missing words. Against each number in the list below the passage, five choices are offered in columns lettered A to E for each question, choose the word that is the most suitable to fill the numbered gaps in the passage. Circle the correct answer chosen.

Eventually he decided to ring up. He lifted the - 1 - and asked the - 2 - for the number he wanted. There was a long wait, 'It's a long-distance call.' he said, 'and quite often they can't - 3 -. When I tried yesterday the line was - 4 - , and the day before I was - 5 - in the middle of a conversation.

	A	B	C	D	E
1.	receiver	dial	microphone	speaker	holder
2.	engineer	agent	caller	operator	electrician
3.	connect	join up	get on	get in	get through
4.	occupied	reserved	engaged	takeover	taken up
5.	broken into	put out	cut off	rung off	turned off

Instruction:

From the list of words or group of words lettered A to D below each of the following sentences, choose the one that is nearest in meaning to the underlined expressions as it is used in the sentence.

6. Thank goodness our results have brought us great satisfaction.
 A. Discontentment B. pleasure. C. fulfilment D. horror.
7. Other benefits to be derived from the project included the setting-up of a fishing industry.
 a. improvised B. enhanced C. originated D. obtained
8. My aversion to cruelty is very strong.
 A. hatred B. likeness C. love D. annoyance.
9. The boy who works for the Director will soon become accustomed to hard work.
 A. a custom man B used to C regularised D. accomodate.
10. We should appreciate it if you would kindly expedite action on our order.
 A. undertake B. consider C. speed up D. suspend.

Instructions

After each of the following sentences a list of possible interpretations of the underlined portion of the sentence is given. Choose which interpretation you consider appropriate for each sentence.

11. From the kind of car he drives one can conclude that Jinadu is quite well off
 A. very smart B. not at all sick C. very kind D. very rich.
12. At last the workers decided to call off their two-month old strike.
 A. call on B. end C. step up D. hold a meeting on
13. Look, my child, I can't put up with rude behaviour.
 A. display B. encourage C. deal with D. tolerate.
14. The President's appeal to smugglers to stop smuggling has so far fallen on deaf ears.
 A. not been heeded B. not been heard C. not reached the smugglers D. met people who are deaf.
15. As a long distant runner he is second to none.
 A. He is better than nobody B. He is second-rated
 C. He has won all his races D. Nobody is better than he is.

Instructions

In each of the following sentence there is one word underlined. From the list of words lettered A to D, choose the word that is most nearly opposite in meaning to the underlined word.

16. He was condemned for making that statement
 A. criticised B. rebuked C. commended D. cautioned
17. The industrious young teacher earned himself rapid promotion.
 A. laborious B. lazy C. hard-working D. truant
18. I assure you it was a sensible thing to do.
 A. doubtful B. foolish C. incompetent D. unauthorized.

19. It is incredible that one of the twins is childish.
A. old B. bright C. mature D. courageous.
20. His style of speaking is far from natural I thought
A. sophisticated B. artificial C. eloquent
D. colonial

Instructions

From the words or group of words lettered A to D choose the one that best completes each of the following sentences.

21. We will now go over to the news room for the ____ news.
A. last B. latter C. later D. latest
22. The car which started behind soon ____ us.
A. took over B. passed over C. passed by
D. over took
23. To show that you have paid for something you may want a _____.
A. recipe B. bill receipt C. receipt
24. If you want _____ information write again.
A. further B. farther C. last D. newest
25. Would you mind _____ for me, please.
A. want B. go C. going D. to go
26. Nowadays messages can easily be _____ by wireless
A. transformed B. transfered C. transmitted
D. transected.
27. The Government has promised scholarship to all _____ University students.
A. extraneous B. indigent C. indignant
D. indispensable.
28. He will pass the examination _____ all the odds against.
A. in spite of B. in case of C. in view of
D. in form of.

29. I am writing to complain about the non-payment of compensation for my land which you _____ last year.
A. acquire B. have acquired C. would acquire
D. acquired.
30. You can't go in now; the office _____ under repairs.
A. has been B. is being C. is D. was
31. My mother's hen has _____ eggs.
A. lain B. laid C. lay D. lied.
32. At this present moment we _____ an exercise on tenses.
A. is doing B. are doing C. are going
D. will be doing.
33. As he _____ the road, he slipped and fell
A. was crossing B. crossed C. is crossing
D. has crossed.
34. Women fashion has changed a lot _____ 1990.
A. for B. during C. since D. in
35. All serious cases of diseases _____ daily by Dr. Adu.
A. is examined B. are examining C. are examined
D. have examined.
36. When we are young, we _____ good manners.
A. are taught B. are teaching C. have been taught
D. were taught.
37. Replace that book on the shelf; He _____ replace this book on the shelf.
A. asked me to B. said I should C. begged me to
D. advised me to.
38. He said that he _____ repair the car.
A. could not be able to B. cannot be able to
C. will not be able to D. would not be able to

39. Dr. and Mrs. Ibrahim wish to _____ their joy with everyone present.
A. share B. cheer C. sheer D. chair
40. You will surely help her, _____
A. didn't you? B. shouldn't you? C. won't you D. aren't you?
41. We have been playing cards in the coffee-room....
A. haven't we? B. isn't it? C. aren't we? D. hadn't we?
42. He broke the glass cup
A. doesn't he? B. didn't he C. not so? D. did he?
43. If you become the director of an institute what... in your first week in office?
A. Can you do B. would you do C. should you do D. shall you do.
44. If Nigeria were a rich country, most of our roads _____ express-ways.
A. will be B. will have been C. have to be D. would be
45. They _____ if they had had some help.
A. would have succeeded B. would succeed C. had succeeded D. will have succeeded.
46. I won't let you go unless you _____ me.
A. blessed B. will have to bless C. bless D. could bless
47. I don't mind _____ another day.
A. to wait B. waiting C. Wait D. being waited.
48. It is time you _____ going there.
A. stop B. stopping C. stopped D. are stopping.
49. The old man _____ all the children feared was quite harmless.
A. who B. of whom C. whose D. whom

50. I took somebody's ruler a moment ago, but I can't remember _____ it.
A. whose B. who's C. who D. for whose
51. Ngozi is _____ as her mother.
A. more taller than B. taller C. more tall
D. as tall
52. The girl was _____ proud to accept him.
A. much B. so C. too D. very much
53. He made _____ that nobody laughed.
A. so a bad joke B. a such joke C. such a bad joke
D. so bad a joke.
54. He is _____ a villain nor a fool.
A. either B. both C. neither D. moreover.
55. Would you like _____ salt in your stew?
A. a little B. a few C. little D. few
56. Light dresses are not suitable to wear _____ cold weather.
A. before B. on C. for D. in
57. The poem was _____ my understanding.
A. off B. over C. up D. beyond.
58. Can you tell the difference _____ mushrooms and toadstools?
A. among B. at C. from D. between
59. I want to get _____ the next stop.
A. off at B. away C. off in D. along in.
60. The sick child didn't put _____ any weight.
A. on B. off C. away D. in.

APPENDIX IV

AHMADU BELLO UNIVERSITY, ZARIA
CENTRE FOR ADULT EDUCATION AND EXTENSION
SERVICES.

Internal Memorandum

From: Head, Adult Education Dept. Our Ref.
To: Rachel A. Fatile(Mrs) Your Ref.
Subject: ENGLISH LANGUAGE PROGRAMME Date: 16/1/86

Academic staff have noted the appalling standard of English on the part of Diploma I students. This calls for an intensive intervention, more so, that Senate had decided that all University students must possess a credit in the English Language.

I therefore, suggest that you tailor your English Language programme towards meeting the IJMB and or NTI Syllabi. You also need to increase your contact hours with the students so that more time is allocated for lexis and structure and also the use of English. Monday 3 - p.m. and Wednesday 3-5 p.m. might be suitable. This arrangement would feature in the next two terms time table.

Yours sincerely,

Dr. Aliyu Musa,
Head, Adult Education Dept.

cc Ag. Director.

Appendix VA

The Analysis of Examination of
1985/1986 Academic Session Result
by Pre-Entry Qualification in
English Language.

S/NO	Pre-Entry Qualification	Score
1	Grade II Pass	63
2	WASC Credit	44
3	Grade II Pass	66
4	WASC Credit	60
5	WASC/GCE (OL) Pass	64
6	WASC/GCE (OL) Pass	61
7	Grade II Pass	57
8	WASC/GCE (OL) Credit	71
9	Grade II Pass	57
10	WASC/GCE (OL) fail	43
11	Grade II Pass	56
12	Grade II Pass	54
13	WASC/GCE (OL) fail	43
14	Grade II Pass	46
15	Grade II Credit	56
16	WASC/GCE (OL) fail	57
17	WASC/GCE (OL) pass	43
18	Grade II Credit	60
19	Grade II Pass	54
20	WASC/GCE (OL) Pass	66
21	WASC/GCE (OL) Pass	51

Appendix V A(cont'd)

S/NO	Pre-Entry Qualification	Score
22	Primary S.L. Cert.	58
23	WASC/GCE (OL) fail	44
24	WASC/GCE (OL) fail	50
25	WASC/GCE (OL) fail	51
26	Grade II T.C. fail	40
27	Grade II T.C. pass	55
28	Grade II T.C. pass	50
29	Grade II T.C. Credit/Merit	50
30	WASC/GCE (OL) fail	50
31	WASC/GCE (OL) pass	56
32	WASC/GCE (OL) pass	57
33	Grade II T.C. fail	40
34	Grade II T.C. pass	51
35	WASC/GCE (OL) credit	71
36	WASC/GCE (OL) credit	61
37	Primary S. L. Certificate	43
38	WASC/GCE (OL) Credit	46
39	WASC/GCE OL fail	41
40	WASC/GCE (OL) Fail	40

Appendix V B

The Analysis of Examination 1986/1987
 Academic Session Result by Pre-Entry
 Qualification in English Language

S/NO	Pre-Entry Qualification	Score
1	WASC/GCE (OL) pass	53
2	WASC/GCE (OL) fail	43
3	WASC/GCE (OL) fail	41
4	Primary S.L. Certificate	41
5	WASC/GCE (OL) Pass	50
6	WASC/GCE (OL) Credit	63
7	WASC/GCE (OL) Credit	74
8	Grade II T.C. Pass	56
9	WASC/GCE (OL) fail	64
10	WASC/GCE (OL) credit	58
11	Grade II T.C. pass	51
12	WASC/GCE (OL) fail	51
13	WASC/GCE (OL) fail	43
14	WASC/GCE (OL) fail	43
15	WASC/GCE (OL) pass	60
16	WASC/GCE (OL) credit	68
17	WASC/GCE (OL) credit	61
18	WASC/GCE (OL) pass	57
19	Grade II T.C. pass	56
20	WASC/GCE (OL) pass	58
21	WASC/GCE (OL) credit	59

Appendix VB (cont'd)

S/NO	Pre-Entry Qualification	Score
22	WASC/GCE (OL) pass	57
23	WASC/GCE (OL) pass	47
24	WASC/GCE (OL) pass	64
25	Grade II T.C. credit	60
26	Grade II T.C. Pass	57
27	Grade II T.C. Fail	46
28	Primary S.L. Certificate	51
29	Grade II T.C. pass	53
30	WASC/GCE (OL) credit	61
31	Grade II T.C. Credit	50
32	Grade II T.C. pass	48
33	WASC/GCE (OL) pass	54
34	WASC/GCE (OL) fail	46
35	WASC/GCE (OL) fail	43
36	Grade II T.C. Pass	46
37	WASCE/GCE (OL) fail	51
38	WASC/GCE (OL) fail	53
39	Grade II T.C. credit	53
40	Grade II T.C. pass	54
41	Grade II T.C. pass	46
42	WASC/GCE (OL) fail	37
43	Grade II T.C. pass	64
44	WASC/GCE (OL) pass	48
45	WASC/GCE (OL) credit	57

Appendix VB (Cont'd)

S/NO	Pre-Entry Qualification	Score
46	WASC/GCE (OL) Credit	70
47	WASC/GCE (OL) Credit	60
48	Grade II T.C. fail	57
49	WASC/GCE (OL) fail	43
50	WASC/GCE (OL) pass	50

Appendix VC

The Analysis of Examination Results
of 1987/1988 Academic Session by
Pre-Entry Qualification in English
Language.

S/NO	Pre Entry Qualification	Score
1	Grade II T.C. Credit	35
2	Grade II T.C. Pass	57
3	Grade II T.C. Pass	57
4	Grade II T.C. Pass	63
5	WASC/GCE (OL) Credit	57
6	Primary School Leaving Cert.	55
7	Grade II T.C. Pass	57
8	WASC/GCE (OL) pass	57
9	WASC/GCE (OL) pass	57
10	WASC/GCE (OL) fail	57
11	WASC/GCE (OL) pass	61
12	Grade II T.C. Pass	60
13	WASC/GCE (OL) fail	57
14	Grade II T.C. Credit	57
15	WASC/GCE OL Credit	65
16	WASC/GCE (OL) Fail	55
17	WASC/GCE (OL) fail	56
18	WASC/GCE (OL) Pass	57
19	WASC/GCE (OL) Credit	57
20	WASC/GCE (OL) pass	57
21	Grade II T.C. pass	50

Appendix VC (cont'd)

S/NO	Pre-Entry Qualification	Score
22	Grade II T.C. Fail	57
23	Grade II T.C. fail	57
24	WASC/GCE (OL) fail	57
25	Grade II T.C. pass	57
26	WASC/GCE (OL) fail	57
27	Grade II T.C. pass	57
28	Grade II T.C..pass	48
29	Primary S. L. Certificate	48
30	WASC/GCE (OL) Credit	60
31	WASC/GCE (OL) Credit	65
32	WASC/GCE (OL) Credit	55
33	WASC/GCE (OL) pass	67
34	WASC/GCE (OL) Credit	60
35	Grade II T.C. pass	57
36	WASC/GCE (OL) pass	55
37	WASC/GCE (OL) pass	57
38	WASC/GCE (OL)fail	50
39	Grade II T.C. fail	42
40	WASC/GCE (OL) Credit	60
41	WASC/GCE (OL) pass	57
42	Grade II T.C. fail	45
43	Grade II T.C. pass	57
44	WASC/GCE OL pass	67
45	WASC/GCE OL pass	57

Appendix VC (Cont'd)

S/NO	Pre-Entry Qualification	Score
46	Primary S. L. Certificate	35
47	Grade II T.C. Pass	57
48	WASC/GCE (OL) Credit	56
49	WASC/GCE (OL) fail	56
50	Grade II T.C. fail	42
51	Primary S.L. Certificate	50
52	Primary S. L. Certificate	53
53	WASC/GCE OL fail	42
54	WASC/GCE OL fail	58
55	Grade II T.C. Credit	40
56	WASC/GCE OL pass	58
57	Grade II T.C. pass	58
58	WASC/GCE OL pass	57
59	WASC/GCE OL fail	50
60	Grade II T. C. pass	50
61	WASC/GCE OL pass	60
62	Grade II T.C. pass	58
63	WASC/GCE OL pass	50
64	Grade II T.C. pass	50

Appendix VD

The Analysis of Examination Result
of 1988/1989 Academic Session by
Pre-Entry Qualification in English
Language.

S/NO	Pre-Entry Qualification	Score
1.	WASC/GCE OL pass	42
2	WASC/GCE OL Credit	40
3	WASC/GCE OL fail	27
4	WASC/GCE OL pass	41
5	WASC/GCE OL pass	40
6	Grade II T. C. pass	40
7	WASC/GCE OL Credit	24
8	WASC/GCE OL fail	43
9	WASC/GCE OL fail	46
10	WASC/GCE OL fail	40
11	WASC/GCE OL credit	40
12	WASC/GCE OL fail	24
13	WASC/GCE OL pass	45
14	WASC/GCE OL pass	40
15	WASC/GCE OL pass	41
16	Grade II T.C. fail	44
17	Grade II T.C. credit	40
18	WASC/GCE OL pass	40
19	WASC/GCE OL fail	54
20	WASC/GCE OL fail	47
21	Grade II T.C. pass	42

Appendix VD (cont'd)

S/No.	Pre-Entry Qualification	Score
22	WASC/GCE OL pass	52
23	WASC/GCE OL credit	45
24	WASC/GCE OL credit	41
25	Grade II T.C. pass	40
26	WASC/GCE OL pass	40
27	WASC/GCE OL pass	45
28	WASC/GCE OL fail	40
29	WASC/GCE OL fail	49
30	WASC/GCE OL fail	40
31	WASC/GCE OL fail	42
32	WASC/GCE OL pass	42
33	WASC/GCE OL fail	48
34	WASC/GCE OL pass	42
35	WASC/GCE OL credit	30
36	Grade II T.C. fail	40
37	Primary S.L. Certificate	12
38	WASC/GCE OL pass	40
39	WASC/GCE OL fail	40
40	WASC/GCE OL fail	41
41	Grade II T.C. fail	27
42	Grade II T.C. pass	10
43	WASC/GCE OL pass	41
44	Grade II T.C. fail	23
45	Grade II T.C. pass	27
46	Grade II T.C. pass	47