RELATIONSHIP BETWEEN PERFORMANCE IN ENGLISH LANGUAGE AND THE OVERALL PERFORMANCE OF STUDENTS OF POST-PRIMARY SCHOOLS IN KANO STATE

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D E C L A R A T I O N

I hereby declare that this thesis has been written by me and has not been presented in any previous application for a higher degree. All quotations are indicated and sources of information are specifically acknowledged by means of references.

(JABO MUHAMMAD TIJJANI)

D E D I C A T I O N

This work is dedicated to:-

1. My parents, who made sure that I recieved the appropriate education at the appropriate time;

2. My wife, Hasana Wakilin Kudu, and our children who endured the troubles of my absence during the period of this work.

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

This thesis entitled "The Relationship between Performance in English Language and the overall performance of students of post-primary Schools in Kano State" by Tijjani Muhammad Jabo meets the regulation governing the award of degree of Master of Education in Teaching English as a Second Language (TESL) of Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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A B S T R A C T

The purpose nf this study was to investigate the relationship between English language performance and performance in other subjects (content) in Post primary schools of Hano btate.

The population of the study comprised of all senior post primary institutions in the State, The institutions were stratified into three groups and eighteen were randomly selected.

Four null hypothesis and four research questions were the pivot of the study. The data of the study was the past five years (1982 - 1986) SC, TC, Grade II and GCE Examination results of the sampled schools.

Pearson product moment correlation was the statistical tool used to test the relationship between:-

1. English Language performance versus content subjects performance in Grammar Secondary School.
2. English Language performance versus content subjects performance in Teacher Colleges.

3. English Language performance versus content subject performance in Science Secondary Schools.

4. Overall English Language performance versus overall content subjects performance in Post Primary Schools. Further more a T-test was run on the coefficient of the correlations, all at the 0.05 level of significance.

The result of the study shows that:-

1. Performance in English language is significantly related to performance in content subjects,

2. performance in Englsih Language is significantly related to performance in content subjects in Grammar Secondary Schools,

3. performance in English Language is significantly related to performance in content subjects in Teachers Colleges, and

4. performance in English language has a negative significant relationship with performance in content subjects In Science Secondary Schsols.

Among the recommendations, the major one is the need for an all-encompassing English language curriculum to cater for the general and individual needs of the different strata of the content subjects.

The above will provide curriculum designers and teachers with a comprehensive post-primary English Language course which could cater for both general and specific purposes.

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ABBREVIATIONS AND DEFINITIONS OF TERMS

1. Content Subjects:- The subjects in the Curriculum G.E. Perren (1968) of post-primary Institutions of Kano State besides English language.

2. Grammer Schools:- The Secondary Schools of Kano State that offer only academic (as against professional) subjects

3. GCE:- General Certificate of Education

4. Overall performance:- The total out put of students of post-primary schools in all Academic subjects.

5. S.C.:- School Certificate Examinations.

6. T.C. II:- Teachers' Grade Two Certificate Examination.

7. T.E.S.L.:- Teaching English as a Second Language.

8. WASC:- West African School Certificate.

Chapter 1

INTRODUCTION

1.1 Background

In recent years teachers, parents and educationists have been commenting on the poor performance in English Language in our educational institutions and its effects on other subjects. Omojuwa (1975: 16) has rightly observed that "falling standard of English Language is not peculair to primary schools alone, but extends even to the higher levels of our educational institutions. According to Chukwu (1983) there is a general belief that "much of educational failure is often connected with language failure ..... more true in second language situation than in the first." Edwards (1976) making his own contribution expressed that language is the main means by which learners demonstrate their ability to meet the behavioural and academic demands of the classroom. It therefore follows that the role of language in the acquisition of knowledge is deminant.

This dominant role of language in the learning process is vivid when one looks at the prestigious position of English Language in Nigeria. The Ford Foundation report (1966) states that "Among the nations using English as a second language few are using it more broadly than Nigeria. In respect to the role it serves, it is the National language of Nigeria the language of instruction in school....." (P. 1).

In the same vein, Bamgbose (in Spencer, 1971) observes that:-

> The entrenchment of English perhaps is most noticeable in the field of Education. English is introduced as a subject in the first year of primary school, and from the third year of primary school up to and including university level, it is a medium of instruction. This in effect means that the Nigerian child's access to the cultural and scientific knowledge of the world is largely through English (P. 35).

In the light of the above and since English is the medium of instruction, poor performance in the subject may affect overall performance.

Further deductions can be made. In Nigeria, tertiary institutions require as one of the condition for admission a credit level performance in English language. This condition has been an obstacle to candidates from various parts of the federation. State Colleges and some Universities have to arrange remedial courses in English language to assist the state to fill their admission quota in the several universities and other tertiary institutions in the nation.

1.2 Statement of the problem

As an Inspector of English at the Kano Educational Resources Department (K.E.R.D.), one of our responsibilities was the supervision of the conduct and marking of the state mock/teachers grade II and Mock/Senior Secondary School Certificate Examinations. After going through the exercise for the year 1989, the department observed a glaring failure in English language and other subjects. Looking at results of the past five years the trend seem to be similar. The question is whether there is a relationship between the failure or success in English Language and the corresponding performance

by candidates in content subjects areas. This study therefore intends to find out whether performance in English Language affects overall students' performance in post primary schools.

1.3 Questions Raised for the Study

1. Does the English language performance of students of Grammar Secondary Schools affect their overall performance in other subject areas?
2. Does the English Language performance of students of Teacher Training Colleges affect their overall performance in other subject areas?
3. Does the English Language performance of students of Science Secondary Schools affect their overall performance in other subject areas?
4. Does performance in English language affect overall performance in content subjects?

1.4 Hypotheses

In the light of the above, the following null hypotheses will be tested:-

(a) There is no significant relationship between performance in English Language and performance in Science Secondary Schools subjects.

b. There is no significant relationship between performance in English language and performance in Grammar Secondary Schools.

c. There is no significant relationship between performance in English language and performance in Teacher Training Colleges.

d. There is no significant relationship between performance in English language and performance in content subjects.

1.5 Basic Assumptions

For the purpose of this study the researcher wishes to make the following assumptions, that:-

1. Students' high performance in English language is likely to produce high performance in content subjects;
2. Students' low performance in English language is likely to produce low performance in content subjects;
3. Students' performance in English language is likely to effect students performance in Science subjects;

4. Students performance in English language is likely to effect students' performance in Education methodology.

1.6 Significance of the Study

The conspicuous role of English Language in Nigeria makes its effective teaching pertinent in our educational institutions. Wudiri, (1981) observes that "unless a solid foundation in English Language is laid,.... progress in English albeit other subjects will be hampered". Nnadi (1985) reported that in the 1982 - 1984 examination results "more than half of 3,389,183 pupils who took the five core subjects necessary for admission to any higher institution in the last West African School Certificate Examination failed". Looking at English Language result, he said, "Englsih language in which even prospective employers demand a credit pass recorded the highest number of failures. Out of 1,051,851 pupils who took the subject in 1982, 1983 and 1984, 683,474 failed. Only 368,377 passed" (P. 1 and 12).

In Kano State out of 7,134 candidates who sat for the 1986 SU/GCE, examinations only 243 passed English language which is only three per cent of the total. In the content subjects 323 candidates got from four and eight credits consititing a megre 3.93 per cent. (KERD 1986).

Looking at the above results, it is evident that the state with the lowest number of successful candidates will have least number of them admitted into tertiary institutions and least number of employment opportunities. And this may subsequently lead to a major setback in both state and national higher education training programmes and manpower development. The availability of information on the relationship between poor performance in English Language and performance in content subjects will be a guide to educational planners and curriculum developers. Specifically, it will help us predict and control the content of the curriculum of both language and other subjects. Furthermore, students will becomme aware of the role of English language as the language of instruction and a national language and subsequently develop the desired attitude towards the subject. Subsequently the learning and teaching of English language and content subjects will be improved.

1.7 Scope and Delimitation of the Study

This study was only concerned with the task of establishing whether there was any relationship between performance in English Language and performance in content subjects in some selected post-primary schools in Kano State.

Twenty per cent post-primary schools which have been existing for a decade were stratified and randomly selected.

The result of the Teachers Grade II and school certificate examinations for the first five years (1982 - 1986) was collected and analysed for the purpose of the study

Chapter 2

REVIEW OF LITERATURE

In this chapter the researcher attempts to examine some of the literature on the language policy of the Northern Nigerian Government and how it affects English Language teaching and learning in Kano State. The review also touched on the relationship between the teaching and learning of English Language and content subjects. Further more the factors that contribute to success or failure in English Language and content subjects and related studies are also reviewed.

2.1.1 Language Policy:Past

It can be said that the language policy of the British Colonial administration dating back to 1912 and the subsequent recommendation by the then Home Government along that policy were the origin of the English language problem in Kano State. The colonial education policy was designed to reinforce the use of vernacular languages. In this process the Hausa language received the

major portion of colonial resources and this came to underlie the educational system. (John et al; 1968). The first Director of Education in Northern Nigeria (which Kano State is a part) Hanns Vischer, Stated that the purpose of the educational system was to educate "... without if possible, in any way damaging their racial feeling or separating them from their parents or their surroundings...

The general instruction is to be given in Hausa..." (1917: 19).

To make matters worse, a government report (Williams, 1928) recommended the use of vernacular in schools up to secondary level during a very difficult period:-

> ....Even to produce literature in the more commonly spoken languages was not to be thought of, because of cost and lack of staff to do the work. An excellent apportunity to make English a widely spoken second language was at this time passed over.... The recommendation of the Home Government laid it down that English should only be taught as a second, and in the case of Northern Nigeria, a third language. The others were to be respectively; the vernacular (which usually meant Hausa) and Arabic, with English as supplementary language for later study. This is now recognised to be a mistake. (Emphasis mine).

The major conclusion that may be drawn from this educational pattern is the fact that literacy in Northern Nigeria was primarily synonymous with literacy in Hausa (whether in Roman Script or Arabic) and not to English (Fisherman et al (1968). As far as the Northern region was concerned English was just a third language. This was later discovered to be a mistake because of the indispensability of English to the development of modern Northern Nigeria. This trend however continued even after independence; "In 1961 there were eleven times as many koranic schools in the North as there were Western elementary schools (Eastmand and Adamu 1965), and literacy in

Arabic was probably higher throughout the region than literacy was in English".

Throughout the sixties this was the situation of English Language teaching in Kano State. And rightly or wrongly, it is widely believed, and local experience tends to confirm, that better ability in English in the secondary schools and universities can only be achieved by beginning English earlier in the primary schools (Perren, 1968). By implication it means that pupils and students in the then Northern region have a limited knowledge of the English language although subsequently their general studies depend on its effective use.

The consequences were well known, because to a very large-extent and obviously to an educationally dangerous extent by the time the use of English as a medium of instruction was started in Northern Nigeria, pupils had a far from secure knowledge of the language. The pupils had therefore been ill-prepared for transition from learning English as an isolated second or third language to using it as a medium and often taught by teachers whose English was inadequate.

Perren (1968) observed that limited English leads to **overemphasis on memorization** and learning by heart, amply demonstrated by the English used in examination scripts in content subjects such as History and Geography. Another problem is that pupils' participation in the classroom is limited due to inability to express themselves. Furthermore what is taught in the English language class seems to have little connection as a medium with its practical use in content subjects such as Biology and History.

From what has been said it can be clearly seen how the hostility of the then Northern Nigeria leaders towards English contributed not only to its setback but to the slow development of Western Education and the much publicized 'educational gap'. In consequence, by 1947 (Lewis: 1976) there were still only three secondary schools and just over 1100 primary schools in norther Nigeria as compared with forty-three secondary schools and nearly 5000 primary schools in the southern provinces.

2.1.2 Present

It was not until 1950 that the northern leaders come to realize that it was necessary to build a sound and widespread educational system to ensure that the north should attain a position in the rapidly developing Nigeria comparable with its size and population. Subsequent developments came as a result of educational expansion after independence and the creation of twelves states including Kano State. But it was only in 1977 the Federal Government made a deliberate and clear education policy statements. Although the policy has not radically differ from the northern Nigerian language policy, the use of mother tongue as a medium of instruction was curtailed to the earlier stage of primary education. Sectiom, 3, paragraph 4 of the policy on primary education states that "Government will see to it that the medium of instruction in the primary school initially be the mother tongue or the language of the immediate community and, at a later stage English" (National Policy on Education 1977) (Emphasis mine). In addition, paragraph 10 of the same section provides

for the "training of specialist teachers for particular subjects including, language Arts, with special emphasis on reading". Further more, on secondary education the policy made English a core subject both in the J.S.S. and senior secondary school(sections 4 paragraph 4).

Thus English language came to play a very demanding role in the educational system of the state. It is made a language for instruction not only in most courses (exceptions being the national languages) in secondary schools but at the later stage of primary school besides being taught as a subject. This has been the situation till today, although the repercusions of the past policy still serve as a bottle neck to the implementation of the new policy in the sense that it may affect content subject performance.

2.2 Teaching English As a Second Language in Kano State Post-primary Institutions

Although the National policy on Education (1977) has made English language a core subject the English language teacher is most likely to find himself teaching students from different linguistic groups in the state post-primary schools. However two

learning groups appear to be dominant reflecting the three main linguistic groups in the state. The Hausas, the Fulani and varieties of intelligible Kanuri dialects:-

Group I:

Those whose mother tongue and/or first language is Hausa, learn English as a second language.

Group II:

Those whose mother tongue and/or first language is either Kanuri or Fulfulde and Hausa as their second language, learn English as a third language.

The implications for the above learning and teaching situation are obvious. According to Selinker (1971) within the domain of inter-lingual identification, any learner of a second language has:-

1. Knowledge underlying production in his native language (NL).
2. Knowledge about the target language (TL) and,
3. The knowledge underlying attempted production of TL norm (ie inter-language).

Thus teachers of English language in post-primary institutions of Kano State need to bear in mind that although learners in group I will have their process of interlingual behaviour (ie. language transfer, strategies of communication, over generalization and fossilization; Selinker (1971) restricted from only one source language (Hausa) to the target language (English), the Group II learners will have to cope with the complex problem of process of inter-language behavio ur from two source languages to the target language. Worthy of note is the fact that either situation can be of advantages as well as a hinderence to learning the targe language more especially when the level of interference spreads across the sound system, grammar and lexis of the target language.

2.3 The Teaching and Learning of English Language and Content Subjects

English language is learnt and taught in a variety of ways, some more effective than others. It is hardly possible to classify them in simple terms. But generally, in practical terms, two

subdivisions can be singled out. The first is the teaching of English by teaching in the language (i.e where English is the language of instruction) and secondly learning of English by teaching about the language (i.e English as a subject). Both situations exist in Kano State.

There are various views concerning the role of English language as a subject in the teaching and learning of content subjects in a situation where English language is the medium of instruction. Philips (1970) cautions that the role of language in the classroom must not be overlooked since "speaking is the first and primary mode of communicating competency in all the areas of skills and knowledge" there by implying that the mastery and learning of skills and knowledge in content subjects may depend on the medium. In addition, Adeyanju (1976) opined that:-

> ".... only little thought is required to know that in an English as a second language situation, proficiency in English is not only a guarantee for success in other subjects, it determines how educated you wish to make your students".

On the other hand, Halliday et al (1968) expressed the "the undoubted effectiveness of teaching in a foreign language as a means of teaching the languages does not mean that the language teacher superceed the teacher of geography or history or mathematics... What it does mean is that a way has been found of avoiding the unwelcome gap in classroom operations which the teacher and pupils face when the interest and variety of 'teaching the language have begun to ebb".

They also believe that learners are influenced by content teachers more than those who specialize in English language and that the ultimate performance of the learners in the language relates to the average standard of English of English of the teaching staff as whole r ther than simply to the standard of the specialized teacher of English language. Strevens (1966) agreeing with Halliday et al asserts that in countries such as Ghana and Nigeria where English is the medium of instruction for almost all the teaching in secondary schools, the learners in schools are exposed to a much greater quantity of

English in content subjects than they are in their English language lessons alone. He further noted that it has even been "suggested that if the classes called "English" were removed from the timetables of schools in Nigeria,.. no difference in their ability in English, compared with the present standard, would be detected after finishing the course". Although one may be inclined to accept such observations one should not overlook the fact that content teachers using English language as a medium, may not be able to perform adequately in it themselves. Conscious of this obvious setback, the Nigerian National policy of Education (1985) provides that "Teacher education will continue to be given a major emphasis in all our educatinal planing because no educaton system can rise above the quality of its teachers" (P. 37). In others words, if performance in English language is improved as a result of qualitative teaching, content subjects performance may improve.

On the whole, it can be said that content teachers who use English language as a medium in secondary schools, may have little real insight into the language difficulties or limitations of their students. In some cases, they know that there are difficulties, but these may be confused with the general problems of understanding the content of their individual subjects. According to Farren (1960) "given that English is being learned in order to be used as a medium, and that the greatest exposure to English often takes place in periods where it is used as a medium..., it would be well if more attention were paid both to teaching it through its use... in terms of communicative skills", hence emphasizing the role of teaching English language as a subject and the need for the training of content teachers to include instruction in the use of English as a medium. Furthermore he noted that "the teacher of Science or History or Geography in English is inevitably a teacher of English if only because he is a linguistic informant, not only of spoken English (by his example and by the resulting

activity in his class), but also of written English (through his exercises, compositions and notes)". In addition to this, it can also be observed that learners of content subjects also spend much time reading related text-books and as a result get most of their linguistic skill from this experience. However as Bright and McGregor (1971) put it, the language teacher badly needs the help and interest of the teachers of all the other subjects in the curriculum. With their active co-operation an English course may be very successful, but without it, it cannot be. They further highlight the danger that:-

> As soon as pupils spot that correctness and fluency in speech and writing matter only to the English teachers, and that the biology, physics, and mathematics staff do decipher the ungrammatical and interpret the inaudible they will consciously practice correct language habits only in English lessons and the English teacher is practically wasting his time and theirs (p. 6).

From what has been said so far, as Halliday et al (1970) have observed, there is "... a potential role in the total educational process for learning about a language, but it is not true that practical

Performance neces arily depends upon it". The task of the present research is not to challenge this submis ion but rather to [illegible] "potential role" of learning about language affects the [illegible] . In fact as Herber (1970) puts it, "independence should be looked upon, not as a [illegible] and product of skills and [illegible] instruction".

Also on the potential role of language, Marland (1979) citing the Bullock report recommends that in secondary schools, all subject teachers need to be aware of:

1. the linguistic process by which their pupils acquire information and understanding and the implications for the teacher's own use of language, and
2. the reading demands of their subjects and ways in which the pupil can meet them.

To achieve the above, according to Marland, there should be developed a language policy across the curriculum. The aim of such a curriculum is 'if a school devotes thought and time to assisting language development, learning in all areas will be helped; if attention is given to language in the

content and skills subjects, language development will be assisted powerfully by the content and purpose of those subjects" (Marland, 1979). Thus, language helps learning and learning helps language, and the more closely the two are related, the more effective the total process (p. 18).

2.4 Success and Failure in English Language and Content Subjects

According to Gatenby (1966) all the world over today the study of a modern foreign language is part of the secondary education course, yet all over the world, there is more failure than success in the learning of English and other foreign languages. This failure is not restricted to a particular level as Omojuwa (1976: 16) rightly pointed out that "falling standard of English (ie in terms of success or failure in final exams) is not peculiar to the primary schools alone, but extends even to the higher level of our educational institutions".

The question now is why this failure? Perren (1968) expressed that 'rightly or wrongly it is widely believe, and local experience tends to confirm, that better ability in English in the

secondary schools and universities can only be achieved by beginning English earlier in primary schools. And Afolayan (1984: 1) states that it has been argued that language is the most decisive factor in the determination and production of adequate orientation of any education programmes toward optimum growth and development. Furthermore Ulaofe (1986) opined that an indepth knowledge of English is an indpth knowledge of science, vocational and technology. In addition, Afolayan (1984) argued that the neglect of English makes secondary education mere derivation, memorization and regurgitation of facts and skills which cannot yield the originality, initiative and self-confidence required in a meaningful education. From the forgoing it is now clear that learning as expressed by Marland (1979) involves language not as passive medium of instruction but as the essential means of forming and handling central concepts. Thus, learning is not merely through language but with the language. For learning to be effective there must be an appropriate and stable language framework.

But it has been stated earlier in this writeup that Kano State (as an integral part of the northern region) suffered from a faulty language policy which consequently affected the whole western education development of the region. Teachers, and most especially learners, were not exposed to the language until at a very late stage when "leaders of the north came to realize that it was necessary to build a sound and a widespread educatinal system for rapid development of the north" (Lewis; 1976). By the time the U.P.E. programme was introduced in 1976 the number of learners had at various levels witnessed a phenomenal growth.

According to Strevens (1973) success in second language learning depends not only on the quantity and quality of an instruction and the absence of impediments to learning but, also on the make-up of the learner, the make-up of the teachers, and methods and materials. In addition Gatherner (1979) opined that the success of the secondary school can be said to depend very considerable on the level of achievement in reading

and language". Furthermore success and failure may be effected by motivational, affective, aptitude, personality, experiential, instructional, biological and cognitive factors (Schuman, 1978). This, therefore implies that English Language as a medium, in conjunction with other factors may affect content subjects' performance.

However some causes of failure of learners of content subjects using English language as a medium of instruction are:-

1. Lack of appropriate language policy and the failure of its subsequent implementation.
2. There is no relationship between the English language skills taught in an English class and the language skills required by the students to perform satisfactorily in his other subjects areas, the education the child receives becomes superficial and unproductive. Apparently, this means that the various subjects areas demand from the students additional linguistic task which their English language curriculum has not adequately prepared them for.

3. The indifferent attitude of content teachers towards the learning and teaching of English language; content subjects teachers seem to ignore the saying "any teacher is an English teacher" (Sampsons; 1969) and teach their various subjects in isolation. Consequently, students adopt similar attitude towards the learning of content subjects.

4. The unavailability of sufficient and appropriate teaching materials to cater for the different needs of content subjects. For example in science and technical subjects, learners will be expected to engage in tasks involving classification, analysis, experimentation, sketching, drawing, deduction but neither the present educational policy nor the present language teaching materials seems to cater for these.

Thus, for success in both content subjects and English language the educational policy should be diversified. The language curriculum should be content based (Mohan: 1986) as well as for specific purpose. Language should be seen through these approaches as a means of achieving something else and not as an end itself (Widdowson 1983). This will provide the necessary link between language and content subjects and their teachers. Olaofe (1986) also suggests that such content based approaches should cater for the actual English language needs of the learners. He goes further to provide examples of the linguistic demands of the various subjects areas to cater for students additional linguistic tasks which the English criculum should contain:

a. Let us suppose... during the month Mr. A. used ₦200.00 of the ₦400.00 in buying goods which he sold for ₦250.00 cash after buying expenses of ₦40.00 in transaction. He therefore made a profit of ₦10.00 for the month of January and this goes to increase his capital investiment. Therefure, the financial

position at the end of January is capital of ₦410.00 (₦400.00 originally provided plus ₦10.00 profit) which represented by cash of the same amounts (citing Etuk Udoh 1975: 1).

b. Complicated syntactic structures demanding the knowledge of simple and multiple forms nominalization, pronominalization, cause and effect as well as positive and the conditional constructions. For example:

   1. If they were actually debited or credited, the ultimate result would be the same (conditional).
   2. With very sensitive instruments, it is possible to detect the atmoshere 800 Kilometres up.
   3. There is not enough air for us to breathe comfortably when we go more than two or three kilometres up above the earth.

c. Vocabulary level expected of students in order to understand textbooks and the medium of instruction is relatively high and also broad in scope

In integrated science students are expected to gain mastery of words and terms such as the following; hypothesis, hibiscus plant, acquarium herbivorous, ominivorous, creation, solar system, asteriods, syringes etc.

Mathematics students are expected to understand and use words such as pyramid, scalene, hexagonal, pie-chart horizontal, diagonal etc.

Office practice; recruitment, selection procedure, assets, fundability, reflex, restricted files etc. Book-keeping, gross profit, credit enteries, capital account etc.

Looking at the various examples given above across content subjects, content based English language curriculum should be given attention. The aim should be towards developing general and specific skills; a course that can serve both arts and science teachers at the different levels of their involvement. The materials also, should be developed along the same line assumming that the teachers have the necessary qualification and positive attitudes to teach their various subjects.

2.5 Studies in the Field

Enough has been said to show that English teaching is inextricably bound up with general educational progress (Perren et al 1966). Unfortunately, not many studies were conducted in in the field to clearly establish the extent of this relationship. Most of the studies focused attention on the problems of teaching and learning of English both as a subject and a medium of instruction. Thus emphasis was only on performances of English language. The role of English language in the learning and teaching of content subjects was largely ignored.

In one of the few studies, Inyang (1973) investigated the performances of candidates of Governments Girls' College, Dala, Kano in external examinations between 1965 and 1972 and found that both English language and content subject performance had been generally poor and this was attributed to the failure in English language. Similarly, Ismail (1974) studied the English language teaching and learning

problems in post primary institutions of Kano State and identified several defects that can lead to poor performance in the subject. These include lack of professional qualifications, which according to the researcher was the most disturbing factor. Others are poorly equipped primary school products, and inadequate instructional materials and the absence of well define objectives. In a very related study Adeyanju (1974) examines the ESL teaching manpower in post-primary institutions of northern states (Kano was one of the States) and found that only about 25% of the teachers were qualified to teach ESL and their attitude were seen to be negative.

Some of the few studies on the effect of poor performance in English language on content subjects include Wudiri (1976) which was a survey of some factors contributing to the falling standard of education in some selected primary schools in Gongola State. The survey revealed that "Mastery of English language is necessary if one is to do well in other subjects" (p. 50). However, the data collected, and analysed to rach the above conclusion was the terminal examination performances

of the pupils of the various schools. Another study, Uzigi (1978) investigated the factors effecting pupils success and wastage in Nigerian Northern States' (Kano State was part of the sample) secondary schools with particular reference to failures in WASC Examinations (1960 - 1975), taken at the end of a full secondary course. A student who failed is also considered to be a wastage in terms of the economic cost of his education to the Government, the community, his parents and the loss of possible economic benefits to himself. The results also showed that there was a significant relationship between failure in English language and the mean wastage rate.

The study revealed that a number of complex factors contributed in varying degrees to pupil wastage. Among the major factors identified in the research are problems with the curriculum especially with English and Mathematics.

From the above it can be seen that despite the lag of time (between 1973 to 1978) of the studies the focus was on performance in English language. Between 1978 to date there has been developments in

in education not only in Kano State but in the whole country. For example during the periods of most of the studies there was a negative language policy as far as the teaching and learning of English was concerned and this may also affect content subjects performance. It was then most likely that performance in English would be poor. In some of the studies the researchers noted the **inadequacy of teaching materials.** Spefically, it can be pointed out that Wudiri's work was a survey of primary school performance, in terminal examinations. The sample is vulnerable to Criticism in terms of reliability because the terminal examinations were neither external nor were they externally marked or moderated. The sample also include junior classes of primary schools which according to the **then** educational policy the medium of instruction should be the mother tongue. This was also the case with the other studies because the students of post-primary schools were the products of the same mother tongue medium. Another shortcoming of most of the studies was the fact that English language performance was investigated in isolation and was not related to performance in content subjects.

The task of the present study is to look at performance in both English language and content subjects and discover their mutual effect in post-primary schools of Kano State.

Chapter 3

METHODOLOGY (RESEARCH PROCEDURES)

3.1 Population

This chapter discusses the methodology of the research. It describes the population, sampling and data collection procedures and the statistical tools to be applied.

The population of this research is made up of ninety-two post-primary schools that are biased in science, arts and Teacher Training. These schools formed the group of the oldest post-primary schools that have operated for over a decade. This focus is necessary because the school have the required past five years external examination results to be used for the study. The breakdown of the schools and colleges is as follows:-

1.	Grammar Secondary Schools	70
2.	Teachers Colleges	15
3.	Science Secondary Schools	7
	TOTAL	= 92

Sampling

Twenty percent of the Post-Primary schools were selected through a propotional stratified random sampling technique. The aim here is, considering size of the population to get a representative sample. These post-primary schools sat for a common final external examination, used a similar course content and were taught generally by teachers of similar backgrounds. Similarly, the same textbooks were centrally distributed by the state Ministry of Education. The schools sampled comprized of 1 Science Secondary School, 14 Grammar Secondary Schools, and 3 Teachers' Colleges bearing in mind that the aim is to see the effect of English Language across the curriculum.

Finally, the past five years' (1982 - 1986) SC and Grade II Teachers' Examinations Results of the sampled institutions formed the main data.

3.2 Procedure for Data Collection

For this purpose, the past five years (1982 - 1986) SC, G.C.E. and Grade II Teachers' Certificate Examinations results were collected from the Kano Educational Resources Department, under the State Ministry of Education, Kano State.

3.3 Analysis of Data

The data to be analysed are the past five years (1982 - 1986) final external examination results of the sampled schools.

The students' English Language performance will be correlated with their performance in content subjects as summarized from the main result collected. The correlation will be at the following levels:-

(a) Overall English language performance and overall content subjects performance of the sampled Science Secondary Schools,

(b) Overall English language performance and overall content subjects performance of the sampled Teacher Training Colleges,

(c) Overall English language performance and overall content subjects performance in the sampled Grammar Schools.

(d) Overall English Language performance and overall content subjects performance of the sampled Post-Primary Schools.

The statistical tool used is the Pearson Product Moment Correlation.

The results showed that all the four hyphotheses were retained although hyphothesis three has a negative significance relationship.

Chapter 4

ANALYSIS OF DATA

This chapter contains the analyses and findings of the study. The four null hypotheses were considered in turn. Three of them reflected the strata of the population (Grammar, Teacher Training and Science Institutions) and the remaining one was the overall hypothesis.

The Pearson product - moment correlation coefficient was used in all the computations of the analysis involving the variables-English Language performance and content subjects performance in post-primary schools. In each case the mean percentage of the preformance of each year was computed for the period covered by the study (1982 - 1986).

Hypothesis I

There is no significant relationship between performance in English Language and overall performance in Grammar Secondary Schools.

Table 1:- English Language and Content Subjects performance scores in Grammar Schools.

Year	% Passes in English Language	% Passes in Content Subject
1982	10.29	8.02
1983	12.24	7.51
1984	18.53	9.54
1985	2.37	3.18
1986	4.54	4.26

When the two variables were correlated a very high correlation coefficient of 0.96 emerged.

A t-test ran on the coefficient also confirmed the findings as shown in Table 2.

Table 2:- Results of T-Test on the coefficient of the variables.

r	Tcal	df	N	&	Tcri
0.96	5.9384	4	5	0.05	2.776

Table 1 also conforms with the findings as scores from the different variables appear to be in proportion. For example for three years (1984 - 1986) the content subjects performance rises and falls in proportion with the English language performance. Consequently the null hypothesis is rejected and the first assumption that high performance in English language is likely to produce high performance in content subjects and vise versa is confirmed.

Hypothesis 2.

There is no significant relationship between performance in English language and overall performance in Teachers' Colleges.

Table 3:- English Language and Content subject performance scores in Teachers' Colleges.

Year	% Passes in English Language	% Passes in Content Subject
1982	28.21	49.20
1983	84.71	75.27
1984	67.89	60.31
1985	15.20	20.18
1986	23.38	26.4

The findings shows a strong correlation coefficient of 0.96. This indicates that there is strong association. Similarly a t-test conducted on the coefficient agreed with the result as outlined in table four.

Table 4:- Result of T-Test of the Coefficient of the variables.

r	Tcal	df	N	&	Tcri
0.96	5.9384	4	5	0.05	2.776

A glance at Table 3 shows the fluctuation of content subjects performance in proportion to English Language performance. In the light of

the findings the hypothesis 2 is also rejected while the second assumption of corresponding changes in the two variables is upheld.

Hypothesis 3

There is no significant relationship between performance in English Language and overall performance in Science Secondary Schools.

The result of this stratum like others also rejects the null hypothesis, although its apparent that the significance is negative as the correlation coefficient is -0.32.

This may suggest the influence of other factors most likely of attitude as the Science Schools as a policy admits the best product of JSS 3 and are well staffed and equipped and also have boarding facilities and better condition of service aimed at encouraging science biased students. If compared with the schools in the other two strata the expectation is a better all round performance by science schools than other schools.

Table 5;- English Language and Content Subject Performance Scores in Science Secondary Schools.

Year	% Passes in English Language	% Passes in Content Subject
1982	15.9	65.00
1983	38.4	65.3
1984	59.0	64.4
1985	13.0	68.8
1986	25.6	78.7

The picture given by table 5 also tallies with the correlation coefficient. Looking at the performance of the various years it can generally be noticed that when ever there is a decrease in English Language performance there will be an increased in content subject performance. Specifically, it can be pointed that performance recorded in English Language does not postively result in corresponding performance in content subje nor is it in proportion. Such a pattern apparently indicates the role of other factors. A t-test also confirmed the result as outlined in table 6 as its clear the T-critical is greater than the T-calculatio The null hypothesis is therefore retained.

Table 6:- Result of T-Test of the Coefficient of the Variables.

r	Tcal	df	N	&	Tcri
-0.32	0.6898	4	5	0.05	2.776

Hypothesis 4

There is no significant relationship between English performance and the overall content subject performance of Post-Primary School students.

In analysing hypothesis 4 the overall data of English Language and content subjects for five years as presented in table 4 was correlated and analysed. The finding shows that English Language performance has significant effect on content subject performance as the correlation coefficient of the variables recorded is 0.90.

Table 7:- Overall English Language and overall conetent subjects performance.

Year	% Passes in English Language	% Passes in Content Subject
1982	18.13	40.73
1983	45.61	49.36
1984	48.47	44.75
1985	10.41	30.72
1986	17.17	35.46

Further deductions can be made from Table 7. In four (1982, 1983, 1985 and 1986) out of five years, English performance corresponds proportionally with content subject performance. A T-Test was also run on the coefficient which agrees with the findings as shown in table 8. Consequently the null hypothesis is rejected.

Table 8:- Result of T-Test on the Coefficient of the overall scores.

r	Tcal	df	N	&	Tcri
0.9	3.376	4	5	0.05	2.776

Chapter 5

SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

Summary

The study described the relationship between English Language performance and content subject performance in Post-Primary Schools. This study emanated from observation of past Mock/TC/SC results of 1989 which recorded glaring failure across the subjects. Consequently, seventeen Post-Primary Schools and their past five years final examination were sampled under three strata-Grammar, Science and Teacher Training Institution, for the purpose of the study. The Pearson Product Moment correlation coefficient was used as the statistical tool of testing the four null hypotheses. The findings rejected all the four hypotheses and confirmed all the four basic assumptions made for the study, and positively answered the questions raised.

Discussion

By and large the finding of the study confirmed, most of the earlier observations, assumptions and opinions. Phlips (1970) view on the primary role of language in the classroom and Adeyanju's (1976) opinion that proficiency in English language is the guarantee for success in content subjects are now supported by the findings of the study.

The rate of failure in English language recorded across the strata of the sample vindicates Gatenby's (1960) dismay that although foreign languages are studied all over the world in Post-Primary schools there is more failure than success. In the same vein, the result of the study upheld prior research findings of Ozigi (1978) in which failure in English Language was significantly related to failure in WAEC Examination in other subject.

The result also disproves Streven's (1966) suggestion, that all may be well, if English language were not taught as a subject in a class where it is used as a medium. The high performance of the science students in content subjects regardless of their low performance in English Language still points to this.

This also debunked the popular adage that "Any teacher is a language teacher" Sampson (1966) because although the performance are proportional, they are not within the same range. What seems to be apparent is Schuman's (1978) observation that multiple factors effect student performance.

Clearly, it becomes necessary to engage in intensive research to specifically distinguish which factor(s) plays what role on performance and at what degree as it relates to science students performance in English language in contrast with that of science subjects.

Conclusion and Recommendation

In the light of the findings across the strata of the samples in this study, it can be concluded that English Language performance has strong significant effect on content subjects, although negatively in the science subjects.

It is however recommended that:-

(a) On all-encompassing English language curriculum cutting across the three stratum (i.e Science, Teacher Education and Grammar Schools) be designed for Post-Primary Schools to serve both general and specific purposes of the different strata. This has become necessary as the negative significance

relationship of English language and Content Science subjects despite their strong background suggest a problem of other factors than methods and materials. The assumption is the lack of interest of science student in English language due to the nature of its content, which unlike science subjects, is persumably devoid of practicability in relation to laboratry practice, field work and manpulation of machines. Making the English language curriculum all-emcompassing will enable both. English Language and Content teachers and their students adopt similar method of teaching and learning their various subjects.

(b) The English Lanuage curriculum should be content based to reflect the needs of the various subject since it has now become clear from the findings that the performance in content is affected by English Language performance. Thus, as Marland (1989) observed the aim of such a content-based curriculum is, if attention is given to language in content and skills subjects, language development will be assisted powerfully by the content and purpose of these subjects and consequently performance in content subjects will be improved.

(c) Further research is needed more especially on one-to-one subject level. English language performance should be studied in relation to only a single subject. This has become vivid from the negative significance of hypothesis three. The findings shows that English language performance negatively affects Science subject performance. The anticipation here is if individual science subjects performances are compared with English Language performance there may emerge additional information on why science students do poorly in English Language but perform excellently in science subjects regardless of their ethnic background. Such a one-to-one approach may also indicate specifically which of the content subjects performance is more effected by English Language performance.

(d) Research is also required on the English Language teacher and content teachers relationship on both teaching and learning situations as their qualifications, methods attitudes experience and the materials made available may determine the relationship and their students' performance. In other words, the scope of the relationship should not be limited to students performance of the final year.

(e) Furthermore, Englsih Language Teachers in Kano State now face greater challenges as posed by the findings. Since it is now clear that English Language performance has strong significant effects on content subjects areas there is the obvious need of increased diversification of the English Language curriculum and their individual lessons towards fulfilling their role both as teachers and curriculum designers.

(f) On the other hand the content subject teachers also need to appreciate the apparent roles of English Language being the medium of instructions. They need to interact and co-ordinate among themselves and more significantly with the English language teacher. There should be inter-departmental academic meetings to discuss the problems and prospects of their students now that its apparently necessary to work as a team. The WAEC 1984 Arabic Chief Examiner's report points to this when it states "Clarity of translation is hampered by candidates' general poor standard of English Language".

The report on the performance of candidates in the 1991 Senior Secondary School Certificate Examination (SSCE) presented to the Joint Consulative Committee in Education (JCC) at Katsina further necessitates this reciprocal approach in both subjects areas.

Performance was generally poor as outlined in the report categorised into two:

i. Where less than 20% of the candidates obtained grades 1-6(credit level) in fifteen content subject areas and English Language and

ii. Seventeen subjects in which more than 40% of the candidates failed (i.e scored F9) in 25 content subjects and English Language. This reports also confirmed the findings of the study. In addition, when the 1992 performance was compared with that of the two preceeding years the picture is generally the same. In all the three years, content subjects performance is in proportion to English Language performance.

(g) As this study has not examined why Science students perform better in content subject areas inspite of their glaring low performance in English Language, more research should be conducted on that angle as recommended earlier. But there are many assumptions and the most common ones include

i the general practical aspects of Science subject;

ii the seemingly route and precise approach to learning by Science students;

iii a fairly stable curricular and

iv Science teachers/Examiners are more concerned with the correct usage of "Conventional vocabularies" (WAEC 1984) rather than acquisition of all language skills.

(h) In the light of (i-iv) above and the findings as it relates Science Schools, Science teachers should insist on correct English language usage during their lessons so that science students do not assumed that it is only during English language class that the subject is learnt.

(i) Finally, at least the annual assessment of all strata of the students should be centralised to give both content and English language teachers a uniform picture of the ability of their students. This can also be extended to the Junior Secondary Schools.

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APPENDIX A

RAW DATA AND COMPUTATION(GRAMMAR SCHOOLS)

Table 10: Raw Scores of the Sampled Grammar Secondary School (1982)

S/NO	School	Total Number of Candidates	Passes in English	Passes in Content Subjects Credits 5+	Credits 4	Credits 3
1.	G.S.S. Bichi	267	14	10	13	32
2.	G.C. B/Kudu	108	10	2	12	21
3.	G.G.C. Dala	135	15	16	17	12
4.	G.S.S. Gaya	144	11	-	1	4
5.	G.S.S. Gwale	144	12	3	1	11
6.	G.S.S. Gwarzo	160	12	9	9	8
7.	G.S.S. Hadejia	157	15	25	20	36
8.	G.S.S. Kazaure	157	6	2	4	10
9.	G.G.S.S. Kura	93	45	-	1	9
10.	G.G.S.S. Kwa	138	10	7	5	14
11.	G.S.S. Kautai	82	4	1	1	8

S/NO	School	Total Number of Candidates	Passes in English	Passes in Content Subjects Credits 5+	Credits 4	Credits 3
12.	G.S.S. Kano	119	15	4	9	20
13.	G.C. Rumfa	353	50	38	34	38
14.	G.G.C.S. Wudil	334	27	33	36	40
	Total	2391	246	150	163	263
	Percentage	100	10.29	6.27	6.81	10.99

Table 11: Raw Data of the Sampled Grammar Secondary School (1983)

S/NO	School	Total Number of Candidates	Passes in English	Passes in Content Subjects Credits 5+	Credits 4	Credits 3
1.	G.S.S. Bichi	108	7	4	8	10
2.	G.C. B/Kudu	69	8	-	3	13
3.	G.G.C. Dala	109	36	2	6	12
4.	G.S.S. Gaya	70	-	-	4	4
5.	G.S.S. Gwale	78	12	2	-	8
6.	G.S.S. Gwarzo	120	39	21	13	20
7.	G.S.S. Hadejia	60	3	-	35	7
8.	G.S.S. Kalaure	133	10	7	4	10
9.	G.G.S.S. Kura	94	5	-	2	7
10.	G.G.S.S. Kwa	66	14	9	5	9
11.	G.S.S. Lauta	96	14	4	1	9
12.	G.S.S. Rano	98	5	3	6	8
13.	G.C. Rumfa	209	33	26	18	39
14.	G.S.C. Wudil	117	3	4	2	9
	Total	1427	189	82	75	165
	Percentage	100	13.24	5.74	5.25	11.56

Table 12: Raw Scores of the Sample Grammar Secondary School 1984

S/No	School	Total Number of Candidate	Passes in English	Passes in Content Subjects Credit 5+	Credit 4-
1.	G.S.S. Bichi	93	10	5	27
2.	G.C. B/Kudu	125	3	6	3
3.	G.G.C. Dala	106	32	2	7
4.	G.S.S. Gaya	59	4	6	7
5.	G.S.S. Gwale	239	25	5	17
6.	G.S.S. Gwarzo	110	13	9	16
7.	G.S.S. Hadejia	69	2	1	2
8.	G.S.S. Kazaure	62	28	2	4
9.	G.G.S.S. Kura	170	42	12	20
10.	G.G.S.S. Kwa	28	22	6	9
11.	G.S.S. Lautai	144	6	1	9
12.	G.S.S. Rano	98	8	3	15
13.	G.C. Rumfa	291	101	43	61
14.	G.S.C.S. Wudil	208	38	9	27
	Total	1802	334	120	224
	Percentage	100	18.53	6.65	12.43

Table 19 : Raw Scores of the Sampled Grammar Secondary Schools 1985

S/No	School	Total Number of Cadndidates	Passes in English	Passes in Content Subjects Credits 5+	Credits 4	Credits 3
1.	G.S.S. Bichi	182	13	4	5	14
2.	G.C. B/Kudu	178	4	1	3	11
3.	G.G.C. Dala	257	9	4	-	16
4.	G.S.S. Gaya	113	2	3	0	3
5.	G.S.S. Gwale	290	5	5	7	20
6.	G.S.S. Gwarzo	227	1	4	5	4
7.	G.S.S. Hadejia	319	3	1	2	3
8.	G.S.S. Kazaure	182	3	3	2	4
9.	G.G.S.S. Kura	100	7	9	7	9
10.	G.G.S.S. Kwa	78	1	2	0	2
11.	G.S.S. Lautai	207	2	2	1	5
12.	G.S.S. Rano	329	3	3	7	17
13.	G.C. Rumfa	425	18	24	19	27
14.	G.S.C.S. Wudil	105	1	9	11	12
	Total	2992	71	70	69	147
	Percentage	100	2.37	2.33	2.30	4.91

Table 14 : Raw Scores of the Sampled Grammar Secondary Schools 1986

S/No	School	Total Number of Candidates	Passes in English	Passes in content subjects Credits 5+	Credits 4	Credits 3
1.	G.S.S. Bichi	162	1	4	2	8
2.	G.C. B/Kudu	106	2	2	1	0
3.	G.G.C. Dala	212	17	5	9	9
4.	G.S.S. Gaya	132	3	3	0	4
5.	G.S.S. Gwale	385	17	4	4	9
6.	G.S.S. Gwarzo	121	10	5	12	18
7.	G.S.S. Hadejia	116	5	2	2	4
8.	G.S.S. Kazaure	64	1	5	0	2
9.	G.G.S.S. Kura	188	5	5	7	11
10.	G.G.S.S. Kwa	141	4	4	7	17
11.	G.S.S. Lautai	113	0	0	0	0
12.	G.S.S. Rano	176	10	2	4	11
13.	G.C. Rumfa	380	35	17	21	35
14.	G.S.C.S. Wudil	189	3	26	18	19
	Total	2485	113	84	84	147
	Percentage	100	4.54	3.38	3.50	5.91

1982 ANALYSIS APPENDIX D

Table 15. Raw Data for Teacher Colleges

S/N	INSTITUTION	No. OF RaQ. CANDIDATES	ENGLISH			ARITHMATIC			EDUCATION			NO OF PASSES	PERCENTAGE OF PASSES
			DIST	CREDIT	PASS	DIST	CREDIT	PASS	DIST	CREDIT	PASS		
1	T.C. Wudil	177	0	21	123	12	107	52	0	20	75	89	50.28
2	T.C. Garki	201	0	3	135	65	129	4	0	27	87	90	44.78
3	T.C. T/Wada	121	0	1	55	7	35	50	0	26	49	47	38.84
4	T.C. M/Madori	165	0	0	26	2	16	66	0	1	24	64	38.79
5	T.C. Bichi	172	0	2	107	0	41	89	0	13	67	54	31.40
6	S.A.S.	98	0	5	47	6	19	25	0	12	32	29	29,59
7	T.C. Kumbutse	165	0	0	75	1	33	[illegible]	[illegible]	[illegible]	40	34	20.61
8	T.C. Hadejia	126	0	1	44	0	32	65	0	7	38	25	19.84
9	T.C. Ungogo	150	0	8	89	3	19	54	0	1	31	28	18.67
10	K.J.C.	192	0	1	63	5	39	50	0	15	67	34	17.71
11	ATC, Waje	155	0	1	43	0	29	63	0	8	36	24	15.48
12	WTC, Gezawa	116	0	0	42	0	9	18	1	16	29	17	14.66
13	T.C. Jumeila	132	0	0	32	3	[illegible]	[illegible]	0	9	28	18	13.64
14	T.C. Maigatari	139	0	2	31	1	7	11	0	9	32	14	10.07
15	T.C. Roni	165	0	0	26	2	16	66	0	1	25	15	9.09
16	ATC, Gwale	147	0	0	24	7	52	59	0	5	19	13	8.84
17	T.C. Minjibir	100	0	2	17	1	9	25	0	2	16	8	8.00

.../2

CENTRE NO.	S/N	INSTITUTION	NO. OF REG CANDIDATES	ENGLISH			ARITHMETIC			EDUCATION			NO OF PASSES	PERCENT PASSES
				DIST	CREDIT	PASS	DIST	CREDIT	PASS	DIST	CREDIT	PASS		
N008	18	T.C. Dutse	182	0	0	8	7	15	67	0	9	47	11	6.04
N007	19	PTC, G/Dutse	79	0	0	16	0	2	4	0	2	10	4	506
N006	20	ATC, Kano	150	0	0	30	0	9	14	0	9	29	7	4.64
No19	21	ATC, Hadejia	52	0	0	9	0	4	16	0	0	1	1	1.92
			2964	-	47	1644	122	623	963	1	193	782	626	

Table 16: GRADE II TEACHERS' CERTIFICATE EXAMINATION RESULTS
Raw Data for Teachers Colleges 1983 - WORLD.

CENTRE NO.	S/NO.	INSTITUTION	NO OF REGISTERED	ENGLISH			ARITHMETIC			EDUCATION				NO OF CLASSES	PER PASS
				DIST	CREDIT	PASS	DIST	CREDIT	PASS	DIST	CREDIT	PASS			
001	1	T.C. Garki	188	-	7	144	5	162	20	-	14	83	117	62.
002	2	T.C. Minjibir	221	-	13	82	1	10	50	-	13	62	36	16.
003	3	S.A.S.	92	-	11	54	1	15	41	1	22	43	47	51.
004	4	T.C. Kumbotso	199	-	12	59	1	13	96	-	30	60	53	26.
005	5	T.C. Wudil	219	-	60	152	1	110	104	-	66	118	179	81.
006	6	W.T.C. Kano	109	-	25	63	-	48	9	-	18	49	53	48.
008	7	T.C. Dutse	198	-	30	135	4	86	104	-	22	54	75	37.
010	8	T.C. Hadejia	127	-	10	83	-	20	98	-	41	66	86	67.
011	9	W.T.C. Gezawa	78	-	13	32	-	1	12	1	25	16	17	21.
012	10	T.C. T/Wada	114	-	2	43	-	6	32	-	21	45	27	20.
013	11	T.C. M/Madori	162	-	16	133	-	43	115	-	47	91	132	81.
014	12	T.C. Sumaila	140	-	25	86	-	32	101	-	22	65	82	58.
015	13	T.C. Roni	170	-	17	135	3	107	58	-	8	56	59	35
016	14	K.T.C.	469	-	32	203	-	39	157	1	76	139	142	30%
017	15	T.C. Bichi	181	-	11	93	-	12	65	-	8	56	41	23%
018	16	T.C. Ungogo	205	-	9	150	1	27	143	1	38	79	111	54%
019	17	A.T.C. Hadejia	40	-	-	27	-	15	17	-	6	17	17	43%
020	18	T.C. Maigatari	188	-	14	136	2	31	126	-	25	75	90	48%
021	20	A.T.C. Gwale	111	-	9	61	-	12	78	-	16	42	53	48%
022	21	W.T.C. M/Madori	30	-	2	19	-	24	6	-	16	12	21	70%
023	22	W.A.T.C. G/Dutse	24	-	10	13	-	2	10	-	21	3	23	96%
			3268	0	328	1903	19	815	1442	4	588	1229	1,457	45%

GRADE II TEACHERS' CERTIFICATE RESULTS
1984 - ANALYSIS

Table 17: Raw Data for Teachers Colleges

S/NO.	INSTITUTION	NO OF REGISTERED	ENGLISH			ARITHMETIC			EDUCATION			NO OF PASSES	PERCENTage PASS
			DIST	CREDIT	PASS	DIST	CREDIT	PASS	DIST	CREDIT	PASS		
1	T.C. Garki	187	0	0	109	0	0	109	0	9	73	59	32%
2	T.C. Minjibir	155	0	4	65	1	101	53	0	17	60	55	35
3	S.A.S. Kano	180	0	20	104	1	15	87	1	23	69	62	34
4	T.C. Wudil	235	0	6	161	0	169	49	1	73	99	166	71
5	W.T.C. Kano	132	0	4	63	0	1	15	0	6	34	13	10
6	T.C. Dutse	266	0	4	40	0	11	145	0	7	40	30	11
7	T.C. Hadejia	138	0	3	35	0	3	23	0	5	28	15	11
8	W.T.C. Gezewa	106	0	5	57	0	3	26	0	23	40	29	27
9	T.C. T/Wada	182	0	8	41	0	8	39	0	12	43	36	20
10	T.C. M/Madori	169	0	11	128	0	7	120	0	36	61	87	51
11	T.C. Sumaila	105	0	2	50	0	6	70	0	10	31	34	32
12	T.C. Roni	196	0	2	101	0	18	130	0	23	65	67	34
13	T.C. Bichi	312	1	1	93	0	14	63	0	33	68	46	15
14	T.C. Ungogo	272	0	4	44	0	7	38	0	9	32	21	8
15	A.T.C. Hadejia	118	0	0	54	0	18	79	0	7	30	25	21
16	T.C. Maigatari	185	0	2	52	0	8	26	0	1	22	15	8
17	A.T.C. Gwale	154	0	4	65	1	2	18	0	17	50	16	10
18	W.T.C. M/Madori	64	0	0	40	0	17	45	0	16	30	36	56

ENTRE	S/NO.	INSTITUTION	NO OF REGISTERED	ENGLISH			ARCHITECTONIC			EDUCATION			NO OF PASSES	PERC GE PASS
				DIST	CREDIT	PASS	DIST	CREDIT	PASS	DIST	CREDIT	PASS		
	19	W.A.T.C. G/Dutse	32	-	0	22	0	0	3	0	2	22	2	
23	24	K.T.C.	325	-	5	120	-	10	38	-	10	59	36	11.
16		TOTAL	3513	1	86	1469	-	121	1176	2	350	956	850	

1981 ANNUALS

Table 18 : Raw Data for Teachers Colleges

		No. of Candidates Registered	ABSENTEES		FAILURES		PASSES		DISTINCTION	CREDIT	PASS	No. of PASSES	PERCENTAGE of PASSES
1	[illegible]	1	0	1	[illegible]	0	17	82	0	11	75	44	14
2	[illegible]	251	0	3	56	0	13	97	0	14	81	35	14
3	[illegible]	1[illegible]	0	1	45	1	11	38	0	33	68	28	14
4	[illegible]	36[illegible]	0	13	251	0	0	22	0	25	86	22	6
5	WTC Kano	[illegible]	1	3	[illegible]	0	5	[illegible]	0	15	50	15	5
6	TC. Dutse	275	0	1	52	0	6	35	0	9	52	14	5
7	T.C. Hadejia	2[illegible]	0	5	25	0	3	2[illegible]	0	22	53	12	6
8	[illegible]	175	0	0	24	0	0	4	0	10	44	2	1
9	[illegible]	2[illegible]	0	0	31	0	18	4[illegible]	0	27	72	18	6
10	T.C. T/Malam	3[illegible]	0	0	35	0	11	33	0	9	63	29	10
11	W.C. Gumsila	2[illegible]	0	0	55	0	0	45	0	9	52	20	7
12	[illegible] Kano	41[illegible]	0	8	[illegible]	0	19	30	0	39	73	24	6
13	[illegible]	[illegible]	0	2	[illegible]	0	1	[illegible]	1	12	56	24	10
14	[illegible]	130	0	0	31	0	0	8	0	1	24	4	3
15	T.C. Maiduguri	330	0	8	116	1	11	73	0	22	79	53	16
16	[illegible]	13[illegible]	0	0	28	0	1	12	0	11	25	11	8
17	[illegible]	67	0	0	15	0	0	8	0	12	23	7	2
18	[illegible]	67	0	0	14	0	0	9	0	9	23	1	1
19	T.C. Nomi	286	0	0	16	0	0	[illegible]	0	3	25	3	
	[illegible]	4,574	0	47	598	2	115	613	1	257	935	361	

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GRADE II TEACHERS' CERTIFICATE EXAMINATION RESULTS
1986 ANALYSIS

CENTRE NO	S/N	INSTITUTION	NO. OF REGISTERED	ENGLISH			ARITHMETIC			EDUCATION			NO OF PASSES	PERCENTAGE OF PASSES
				DIST	CREDIT	PASS	DIST	CREDIT	PASS	DIST	CREDIT	PASS		
001	1	T.C. GARKI	125	0	2	57	0	0	76	0	10	24	23	[illegible]
002	2	T.C. MINJIBIR	237	0	2	159	0	33	197	3	50	77	77	[illegible]
003.	3	SAS, KANO	311	0	5	[illegible]	0	4	29	1	15	45	23	[illegible]
005	4	T.C. MUDIL	245	0	0	25	0	4	34	0	61	99	[illegible]	[illegible]
006	5	W.T.C., KANO	122	0	0	51	0	0	21	0	17	39	7	[illegible]
007	6	C.E.C.	140	0	1	23	0	1	16	0	12	24	[illegible]	[illegible]
008	7	T.C. DUTSE	201	0	0	102	1	5	125	0	18	64	54	[illegible]
010	8	T.C. HADEJIA	173	0	0	30	0	0	33	0	16	41	8	[illegible]
011	9	W.T.C. GEZAWA	130	0	2	24	0	0	11	0	16	39	8	[illegible]
012	10	T.C. T/WADA	204	0	0	46	0	5	43	0	23	56	[illegible]	[illegible]
013	11	T.C. M/MADORI	191	0	0	[illegible]	0	[illegible]	[illegible]	0	[illegible]	[illegible]	[illegible]	[illegible]
014	12	T.C. SUMAILA	181	0	0	[illegible]	[illegible]	[illegible]	[illegible]	0	[illegible]	[illegible]	[illegible]	[illegible]
015	13	T.C. RONI	[illegible]	0	0	[illegible]	[illegible]	[illegible]	27	0	[illegible]	[illegible]	[illegible]	[illegible]
016	14	K.T.C. KANO	575	0	0	68	0	0	[illegible]	0	16	[illegible]	[illegible]	[illegible]
017	15	T.C. BICHI	176	0	[illegible]	138	0	0	[illegible]	0	12	[illegible]	[illegible]	[illegible]
019	16	A.T.C. HADEJIA	96	0	1	10	0	1	15	0	5	[illegible]	[illegible]	7

	157			5		18				55		
GATE GWALE												
W.E.C. MAIDUGURI	80	0	1	25	0	1	17	2	13	32	2	
WAEC, G/ENESB.	152	0	1	20	0	0	10	1	8	25	9	
				30	0	0	25	0	13	30	10	

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Table 20. Raw Data scores of the sampled (Teachers Colleges).

S/No	Subject	1982	1983	1984	1985	1986
	G.C.E. Kano		YEAR PASSES IN PERCENTAGE			
1.	English	53.1	70.65	60.80	23.73	12.86
2.	Arith	52.02	61.95	57.82	21.71	10.61
3.	Education	44.9	71.73	51.66	51.01	19.61
	Means of Content Sub.	47.96	68.84	54.44	36.36	15.61
	School M/Madori T.C.					
1.	English	15.80	91.97	82.24	18.27	47.12
2.	Arith	51.00	97.50	75.14	14.61	39.79
3.	Education	15.2	85.20	57.42	23.92	50.26
	Means of Content Sub.	33.01	91.35	66.20	19.26	45.02
	School: Roni T.C.					
1.	English	15.75	89.41	52.55	5.59	10.16
2.	Arith	50.90	98.82	75.51	2.09	22.88
3.	Education	15.75	36.47	44.89	9.79	15.25
	Means of Contents Sub.	33.32	64.64	60.20	4.94	19.00

APPENDIX C

[illegible]
NIGERIA-TOFA
ANALYSIS OF 1982 W.C.E. RESULTS
A. BY SUBJECTS

Table 21 : Raw Data for Science Colleges

S/No.	SUBJECTS	GRADES 1	2	3	4	5	6	7	8	9	TOTAL NO. OF RESULTS	NO. OF PASSES AT CREDITS	%AGE OF PASSES AT CREDIT LEVELS	NO. OF PASSES AT ALL LEVELS	%AGE PASSES AT ALL LEVELS
1.	English Language	-	-	-	1	-	3	10	11	132	157	4	2.5	25	15.9
2.	Hausa	5	6	20	3	5	1	1	-	4	45	40	88.9	41	91.1
3.	I. R. K.	1	7	26	8	23	19	14	6	6	110	84	76.4	104	94.5
4.	Geography	1	1	10	5	4	19	21	29	66	156	40	25.6	90	57.7
5.	Mathematics	3	4	14	7	8	21	28	41	31	157	57	36.3	126	80.3
6.	Additional Maths	-	-	3	-	3	8	5	4	7	30	14	46.7	23	76.7
7.	Physics	-	-	3	6	3	17	17	26	85	157	29	18.5	72	45.9
8.	Chemistry	1	6	14	3	7	22	20	25	59	157	53	33.8	98	62.4
9.	Biology	-	-	2	2	3	17	5	15	113	157	24	15.3	44	28.0
10.	Technical Drawing	-	-	2	2	1	12	17	26	64	124	17	13.7	60	48.4

Table 22. Raw Data for Science Colleges

SCIENCE SECOND SCHOOL, DAWAKIN-TOFA

ANALYSIS BY SUBJECTS:

1983 W.C.E. RESULTS.

S/NO.	SUBJECTS	GRADES									ANALYSIS (SEE KEY)					
		1	2	3	4	5	6	7	8	9	I	II	III	IV	V	VI
1.	ENGLISH LANGUAGE	-	-	2	1	-	11	9	20	69	112	14	12.5	43	38.4	-
2.	HAUSA	1	3	5	7	2	3	-	-	2	23	21	91.3	21	91.3	-
3.	I. R. K.	1	4	15	14	15	14	12	2	8	85	63	74.1	77	90.6	-
4.	GEOGRAFTY	9	7	13	6	7	11	11	9	39	112	53	47.3	73	65.2	-
5.	MATHEMATICS	-	2	6	[illegible]	6	12	15	16	39	104	34	32.7	65	62.5	7
6.	ADDITIONAL MATHS	-	-	-	1	2	4	2	6	9	24	7	29.2	15	62.5	-
7.	PHYSICS	-	-	4	5	5	21	19	13	44	111	35	31.5	67	60.3	1
8.	CHEMISTRY	-	-	5	5	4	7	17	14	60	112	21	18.8	52	46.4	-
9.	BIOLOGY	-	2	10	5	6	15	9	13	52	112	38	33.9	60	53.6	-
10.	AGRIC. SCIENCE	-	-	1	-	3	7	8	13	22	54	11	20.4	32	59.3	-
11.	TECH. DRAWING	-	-	3	2	2	7	7	10	20	51	14	27.4	31	60.8	-

KEY TO ANALYSIS:

Col. I: Total No. of Results
Col. II: No. of Credits 1 - 6
Col. III: Percentage of Credits
Col. IV: No. of Passes 1 - 8
Col. V: Percentage of Passes
Col. VI: Results Still Awaited.