

**FACTORS ASSOCIATED WITH THE MASS FAILURE OF STUDENTS
IN ENGLISH LANGUAGE IN SECONDARY SCHOOLS IN OVIA
NORTH EAST LOCAL GOVERNMENT AREA OF EDO STATE**

BY

Vivian Chinaka EMETO

EDU1702827

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS
FACULTY OF EDUCATION
UNIVERSITY OF BENIN
BENIN CITY**

JULY 2021

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF
EDUCATIONAL FOUNDATIONS, FACULTY OF EDUCATION,
UNIVERSITY OF BENIN, BENIN CITY. IN PARTIAL FULFILLMENT
OF THE REQUIREMENT FOR THE AWARD OF B.SC (ED) IN
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CERTIFICATION

We, the undersigned, certify that this work was carried out by **VIVIAN CHINAKA, EMETO** with matriculation number **EDU1702827** of the Department of Educational Foundations, Faculty of Education, University of Benin, Benin City, Nigeria. In partial fulfillment of the requirements for the award of B.Sc. (Ed) in English Language.

DR. (MRS.) P. Y. IORDYE
Project Supervisor

DR. (MRS.) P. Y. IORDYE
Project Coordinator

Date: _____

Date: _____

PROF. E. O. S. IYAMU
Dean, Faculty of Education

Date: _____

DEDICATION

This project is dedicated to God Almighty for his grace, wisdom and strength which made this project work successful and for His gift of life.

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I am immensely indebted to God Almighty, who made it possible for me to initiate and accomplish this research work.

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ABSTRACT

The study investigated factors associated with the mass failure of students in English Language in secondary schools in Ovia North East Local Government Area of Edo State. The design adopted for this study was the descriptive survey research design. Three research questions were raised to guide this study: What ways do teachers and schools contribute to students' failure in English Language? Are parents responsible in any way to students' mass failure in English Language in the area of study? Does the social media have any impact on the study habits of students?

The population of the study consisted of all the nineteen (19) secondary schools in Ovia North East Local Government Area of Edo State. A sample size of one hundred (100) respondents was drawn using the simple random sampling technique. The data retrieved from respondents were analyzed by the use of a computer software statistical tool (SPSS). Results after analysis were presented on tables using Percentages, Frequency and Mean.

The study revealed that most schools do not have qualified teachers, also the school environment of some schools are not conducive for learning as well as the lack of use of instructional materials to teach students. The study therefore recommended that schools should ensure they employ teachers who have the necessary qualifications to teach English Language in schools. Also, it was recommended that schools should ensure they renovate and maintain school infrastructures and rebuild old ones. Also, it was recommended that schools should purchase instructional materials for teaching, and improvise for the ones too expensive or unavailable for purchase.

CHAPTER ONE

INTRODUCTION

Background to the Study

English Language teaching and learning cannot be overemphasized. First, some teachers expect that a child should start studying English from an early age. The best age to start learning English is from ages 5 to 7 years according to them. Meanwhile, in most advance countries today like the United States, United Kingdom, Switzerland, and other English-speaking countries, children start learning from home. The Language being their mother tongue makes them acclimatize naturally and faster than those learning it as a second language. Atanda and Jaiyeoba (2011) emphasize the importance and need for English Language learning in the Secondary School curriculum pointing out that it plays a central and strategic role in the school system because almost all the school subjects are taught using English Language. The place of English Language and its objectives as revealed in the secondary school curriculum cannot be substituted.

The poor performance of students in English Language in secondary schools is a perpetual issue in education, which has spanned for a very long

time. The results from external and internal examinations, has brought to beam the extent of students' understanding of the subject. From analysis of results from the West African Secondary School Certificate Examinations (WASSCE, 2019) conducted, it was recorded that only 64% of the total number of candidates who sat for the examination had five credits including, English Language and Mathematics. This is a 16.7% improvement against the WASSCE 2018 result. But should that be considered a significant achievement?

The fact that English Language is the most important subject in the secondary school curriculum is uncontestable (Jessica, 2011). English Language is a medium of communication by which students can understand his/her teacher in almost all subjects effectively. On this premise therefore, a secondary school student needs a firm understanding of English Language as a subject and a means for communication and other aspects of learning and culture. This becomes imperative as English is one of the fundamental subjects, which a student must pass significantly at credit level in any external examination such as WAEC, NECO and others; before he or she could be granted admission into any tertiary institution in Nigeria.

Ajayi (2012) contends that 'in the past five years, most of the students who sat for SSCE each year did not have credit passes in at least five subjects

including English Language and Mathematics. The situation is getting worst every year,' he concludes. Each time the results of students in WAEC, NECO and other external examinations are released, it has been a tale of woes and national embarrassment.

Also, various captions in the National dailies point toward mass failure of students. Some of these captions include: "79% fail English Language as NECO releases SSCE," 'NECO records mass failure in June/July SSCE,' Mass failure in both the WASSCE and SSCE,' mass failure in public examinations; a national disaster" and so on.

The continuous poor performances of students in English language in these examinations can be traceable to many factors. First, students' failure in examinations can be due to the negative effects of social media on them (Egede, 2014). The advent of Facebook in 2004 (as popularized in 2006); Blackberry, with its Blackberry Messenger social platform known as BBM; 2go; Yahoo messenger, Whatsapp, Eskimi among others have made students become so addicted that they no longer have time for their studies. They allocate more time to irrelevant chats and conversations on the net than reading their books. It has even been discovered that of recent, secondary school students now go on dating sites for hook up with foreigners and own-country ladies. Some of these

dating sites they visit are; International Cupid, iFlirt, Tinder, Match, Bumble, and so on. Owing to such addiction especially with chatting media platforms, Egede (2014), quoting from Andy (2010), is of the view that students have imbibed some abbreviations such as ‘u’ instead of you, ‘ad’ instead of have, ‘dey’ instead of they, ‘n’ instead of and, ‘wot’ instead of what, to mention but few. These abbreviations have been variously used while writing their essays and comprehension and even in summary writing (Andy, 2010).

Also, other factors that affect students negatively, which happens to contribute to their failure in English Language examinations are; inadequate and unqualified teachers of the subject, inadequate teaching resources, uncondusive learning environment, poor study habits of students, and so on. Therefore, this study seeks to do an appraisal of the factors associated with the mass failure of students in English Language in secondary schools in Ovia North Local Government Area of Edo State.

Statement of the Problem

The English Language curriculum was designed to build on the language skills of listening, speaking, reading and writing, etc. Also, the English

Language curriculum was designed to equip students with an adequate range of words, sentences and sentences types, to enable students communicate effectively and outside it. It was designed in a way to enable students listen effectively to any speech, or lecture, speak fluently and intelligibly, read materials of varying lengths and difficulty at all levels effectively and write logically with grammatically correct sentences.

Unfortunately, the objectives of the English Language curriculum at the Secondary School level have not been met fully. A lot of students, though are part and parcel of the education system, cannot put two or three sentences together without making one grammatical error or another. Some even interchange tenses, using past tense as present tense and vice versa. A number of students don't even know how to make correct use of their singular and plural words, while the rest have pronunciation problems.

By extension, some of these students are affected by the teacher, some of which are not actually qualified to teach English Language. Some teachers don't even know what methods fit the teaching of English Language apart from the already known lecture method. Also, most students are just playful and unconcerned so far they can conjure a sentence or word that can be understood

by their mates and parents at home. Parents also contribute to students' failure in English language in another way, such that they communicate in their mother tongue or use the Nigerian pidgin to converse with them at home. Also, another contribution of parents to the student failure in English language is that they do not purchase recommended English textbooks for their children. Therefore, the students have full reliance on what they are taught in the classroom only. All these and more constitute the reasons for the incessant failure of students in English Language.

Research Questions

The following questions were raised to guide the study:

1. What ways do teachers and schools contribute to students' failure in English Language?
2. Are parents responsible in any way to students' mass failure in English Language in the area of study?
3. Does the social media have any impact on the study habits of students?

Purpose of the Study

The main purpose of this study is to find out factors associated with mass failure of students in English Language in Secondary Schools in Ovia North Local Government Area of Edo State. Specifically, the study intend to:

1. Investigate if teachers/schools are responsible for students' failure in English Language in secondary schools.
2. Find out if parents are responsible for the mass failure of students in English Language in secondary schools.
3. Investigate if the social media has any impact on students' study habits.

Significance of the Study

Findings from the study will significantly benefit students, teachers and educational administrators, as well as schools and parents too.

The study will profit students in a way that it would be a motivating tool to spike their interest in English language. It will make attempt to expose several factors that limits students study habits leading to their failure in the subject in both internal and external examinations, and ways by which students can avoid the disturbances to make good grades to move them up the academic ladder.

The study will be significant to teachers as it will help reveal the weaknesses of teachers in managing effectively the students academics and ways by which teachers can better instruct them for maximum success in their examinations and education in general.

This present study will also be significant to the government as it would make them aware of school-based limiting factors that disturbs students and make students fail in examinations. Such limiting factors is the inconsistency in implementation of the curriculum and syllabus in schools today and ways by which they can implement policies to enforce the right use of these devices to better students' performance in both private and public examinations.

Also, parents will stand a chance to benefit from this study as it will inspire them to assist the school in controlling their children, especially on the use of the social media, and monitor their internet usage in general.

Scope and Delimitation of the Study

This study would focus on factors associated with the mass failure of students in English Language in secondary schools in Ovia North East Local Government Area of Edo State.

The study will be delimited to only four secondary schools in Ovia North Local Government Areas.

Operational Definition of Terms

- 1. Mass:** A collection of incoherent objects to form one body.
- 2. Associate:** To bring into connection or relation as thoughts, feeling, memory, concept, etc.
- 3. Failure:** An act or instance of failing or proving unsuccessful in a particular activity or venture.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter would deal with the review of relevant and related literature on this study. It will be discussed under the following sub-headings.

1. The Importance of English Language in Secondary Schools
2. Examination Malpractice: A Major Resultant Effect of Poor Preparation for Examinations Among Secondary School Students
3. Teachers' Attitude to Teaching and Mass Failure Amongst Secondary School Students: The Justification
4. Parental Influence on Students' Failure in English Language in Secondary Schools
5. Social Media and Secondary School Students: Highlighting Possible Linkages to their Failure in English Language
6. Ways to Improve the Performance of Secondary School Students in English Language
7. Summary of Literature Reviewed

The Importance of English Language in Secondary Schools

The importance of English language acquisitions a stepping-stone for proficiency in other school subjects cannot be over emphasized. The knowledge is important both for educational, economical and national development of a country. The importance of English language as school subject derives mainly from its utilitarian value to the larger Nigerian society.

English is the official language of administration and commerce. It is a major language of science. Above all, Salami (2002) had emphasized the importance of the use of English language in improving communication among the various ethnic groups in Nigeria. He further highlighted the need for improving the quality of spoken and written English language among schoolchildren.

However, one of the current educational problems of public interest is that of poor level of achievement especially in public examinations (Dele, 2002). This problem of underachievement among secondary school students has persisted in English Language. No wonder today, that much emphasis is placed on the passing of English language at credit or distinction level in addition to other subjects to enable any candidate gain admission into any Nigerian Higher

Institution of learning or be placed well in a good white-collar job (Iroegbu, 2006).

In recognition of the importance of English language for enhancing educational attainments well as for improving communication ability of citizens, the government had made the subject core subject (FGN, 2004).

Examination Malpractice: A Major Resultant Effect of Poor Preparation for Examinations Among Secondary School Students

The National Policy on Education (FGN, 2004) stipulates that there is Need for functional education for the promotion of a progressive and united Nigeria. To this end, school programmes need to be relevant, practical and Comprehensive; while interest and ability should determine individual direction in Education (section 1 paragraph 4b). If the school system is able to determine individual's direction in education, then we can say that the school is effective.

Scheerens (1992) categorized school effectiveness into four; one is having high achievement among all student groups; secondly, having high student and staff attendance; thirdly, having high staff and students' satisfaction, and fourthly, having high public confidence in schools. In order to have high achievement among all student groups and high public confidence in schools,

there must be an acceptable method of measuring the achievement of students, which in turn would promote public confidence in the school.

The search for a measure of students' achievement has led to the adoption of examination among other measures. Examination, therefore, is the series of questions asked in order to determine whether or not the students have mastered what they are supposed to know or acquire. Although, students' performance in examinations may not be the true reflection of their ability, however, it is the closest indicator of the extent of the students' achievement in a given skill. Hence, examination becomes a tool we can adopt in determining the level of students' ability. We can therefore use examinations to categorize students into high and low ability. Those with high ability are given preference above those with low ability. Of course, those with low ability would want the same preferential treatment and in the bid to demonstrate high ability, they go into all kinds of vices. One of such vices is examination malpractice.

Examination malpractice as used by Nwahunanya (2004) is the act of omission or commission intended to make a student pass examination without relying absolutely on his/her independent ability or resources. Nwana (2000), while discussing aberrations on the Nigerian educational system stated that examination malpractice as the massive and unprecedented abuse of rules and

regulations pertaining to internal and public examinations, beginning from the setting of such examinations through the taking of the examinations, their marking and grading, to the release of the results and the issuance of certificates.

Odongbo (2002) says that examination malpractice refers to an act of wrong doing carried out by a candidate or groups of candidates or any other person with the intention to cheat & gain unfair advantage in an examination. Awanbor (2004) opines that examination malpractice is the application of unusual means to obtain a score or set of scores that is normally beyond the mental capability or the state of preparedness of a candidate for that examination.

In summary, Makoju, Adewale, Nwangwu and Shuaibu (2004) say that whenever rules and regulations governing the conduct of any examination are not adhered to by parties involved (i.e. candidates and any other person involved in the conduct of examinations from setting the question to the release of result), then we can conclude that examination malpractice has occurred.

Teachers' Attitude to Teaching and Mass Failure Amongst Secondary School Students: The Justification

There has been a high rate of students' low performance in English Language, which might be due to several factors ranging from teachers' poor skills to effectively handle the course to the use of archaic methods of teaching. The situation becomes worrisome on a daily basis, and thus requires urgent attention (Okueso, 2016). Every effort has been explored and like other core subjects, priority attention has been given to this compulsory subject. Onabamiro (2010) and Osikomaiya (2013) noted that students continue to perform very poorly in the subject at both promotion and terminal examination to the great displeasure of parents, teachers, examiners and policy makers.

In 2014, only 31.28% of 529, 425 students passed with credit in English Language from available WAEC records. The Joint Admission Examination results are also not better, the situation has been continuously poor because the pass rate of students in WAEC 2015 results, only 38.68% of 616,370 students that sat for the final secondary school examination in English Language had credit pass in English language the situation which has not significantly

improved even in 2017. The reasons for these scenarios are many and the roles of teachers are pertinent in this situation.

The primordial function of English Language to get admitted into higher school of learning has made it the most important subject and hence all search lights must be beamed at improving its knowledge among learners. This can only be effectively done through the continuous training of English Language teachers, inter-alia, especially on innovative teaching strategies such as adequate knowledge of ICT especially in the area of computer use with all its educative apparatus/devices such as Internet facilities and programming. The teachers of English Language occupy the central position in the English Language teaching and learning in Nigeria. The National policy on Education in Nigeria admitted that, “no educational system can rise above the quality of its teachers” The policy consequently recommended some steps towards the enhancement of an effective and efficient teaching profession which includes training, recruitment and re-training of teachers at both primary and secondary school levels (Adepoju 2001; Adeyoju 1999).

Research findings over the past 20 years, provides some evidence as to the positive effects of the use of information and communication technology (ICT)

on pupil's learning (Mumtaz, 2006). It is also recorded that in spite of projects on ICT, the effect of numerous training programmes and an investment by schools in ICT resources, there has been a disappointingly slow uptake in schools (Cox, Preston, & Cox 1999; Dipika, 2013; Nedal, 2014; Cynthia, Alexander & Tiffany, 2016).

Computer-Assisted Interventions has been used widely to bring about behavioural change through education and many devices have been adopted. The use of computer through telephone has been used to deliver advice and support which has been found to promote behavioral change. Real-time data collection and feedback can be provided via telephone using computer controlled speech generation, which can be used to teach several aspects of English Language such as phonetics/Phonology, syntax, comprehension, semantic, literature and so on. Users can communicate by using touch-tone telephone keypad or voice recognition.

Under creative writing in English language, the use of images through computer monitoring devices via some exclusive websites can assist in training learners in English language right from primary schools through higher education employing websites like: dailywritingtips.com, [write awaiting.com](http://writeawaiting.com),

guardian.com.uk, inkwelleditorial.com; frustburg.edu etc. The training on how to write good English composition, passages and so on can be effectively utilized. However, the point here is that how equipped and prepared are the teachers?

The teacher of English language can adopt three styles of computer use as recommended by Evans-Andris (1995) which involves; avoidance, integration and technical specialization. Evans-Andris adopted a project that lasted 8 years period in the elementary schools of large areas in her state. In this study, teachers technically stayed away from computers and reduced the number of hours they spend on all issues that are related to computer utilization. In the study, the learners had repetitive use of software package intended for drill and practice or word processing. With the method adopted, the teachers restricted the learners' interaction with the computer while they (teachers) are on computer but encouraged an independent relationship of the learners with the computer. Teacher selected drill and practice software based on curriculum goals, and the needs of the learners in the field of English Language teaching.

Several studies have been employed to investigate why teachers and other Educators are not using computers packages effectively in their teaching

(Okueso, 2010, Glanz et al 2008, Rosen and Well 1995; Winnans and Brown, 1992; Dupagne and Krendi, 1992; & Fakeye, 2010).

Robertson, Calder, Fung, Jones, O'shea and Lambrechts (1996) divided teachers resistance to computer use into several broad-based themes: resistance to organizational change; resistance to outside intervention; time management problems; lack of support from the administration; teachers perception; personal and psychological factors. The aforementioned factors as presented by Robertson et al are product of research findings in United State of America. In addition to the points empirically stated, there are other limiting factors that are Africa domiciled due to the level of development which includes: poor funding of education, poor network availability, inactive website, poor internet connectivity, incessant power outage, paucity of computer in schools, lack of sufficient and active in service training for teachers and absence of preplanned teaching devices and programmes.

In a study of projects to promote educational changes in America, Canada, and the UK as recorded by Mumtaz (2006) and Fullan (2009) found that one of the most fundamental problems in education reform is that; people do not have a clear and coherent sense of the reasons for educational change, what it

is and how to proceed. Technological change has not satisfactorily affected schools as other organization due to multi-factorial issues among which Cuban (1993) identified cultural beliefs about what is being taught and what it should be, how learning occur, what knowledge is proper in schools and the teacher relationship dominate popular views of proper schooling. Therefore, it can be said that the teachers' skills and methodology in the teaching of English language is one of the reasons for the increase in the failure phenomenon.

Parental Influence and Students' Failure in English Language in Secondary Schools

The academic performance of students also heavily depends upon the parental involvement in their academic activities to attain the higher level of quality in academic success (Barnard, 2004; Henderson, 1988) Consistent with other studies on family background and achievement (Chubb & Moe,1990; Honan. 1996; Noble, et al., 1999; Noble & McNabb. 1989). Students from lower income, less educated families are less likely to succeed academically in high school. This finding is most often attributed to differences among groups in their opportunities to learn, the quality of the education to which they have access, and to their home environment.

Honan (1996) concluded that students whose parents are educated score higher on standardized tests than those whose parents were not educated. Educated parents can better communicate with their children regarding the schoolwork, activities and the information being taught at school. They can better assist their children in their work and participate at school (Fantuzzo & Tighe, 2000; Trusty, 1999). The study conducted by Prewittz in Kenya on parents' education showed that parents' level of education is very crucial for the performance of their children because educated parents send their children to school early, in most cases at the age of five to six. They also act as good role models to their teenage children who aspire to emulate them especially in their mannerisms and their refined lifestyles as opposed to children of illiterate parents.

In the homes of educated parents, high standards of scholarship have been established and the children endeavor to follow suit by working hard in school and speaking fluent English. Ezewu (1988) found that educated parents also provide adequate learning materials for their children, which stimulate them to learn and perform better in all subjects. These parents are concerned over their children's education performance, which sometimes makes them coach their

children themselves or appoint part-time teachers for them. They send their children to the best nursery and primary schools, which serves as sure gateways to secondary and university education, which in turn leads to higher educational qualification to occupy higher positions in societies.

Owen (1999) in her study exploring beliefs about academic achievement studied the relationship between parents' educational attainment and found that the educational attainment of parents have a relationship with educational achievement of their children. According to Sentamu (2003), the educational attainment of parents determines the kind of schools to which their children go. Such schools are near in kind to the ones their parents attended. This tends to lay a foundation for better performance of their children while at school.

Considine and Zappala (2002) in their study in Australia on the influence of education disadvantages in the academic performance of school found that families where parents are educated foster a higher level of achievement in their children because of providing psychological support for their children. Coombs (1985) found that virtually in all nations, children of highly educated parents have far better chances of getting into better secondary schools and universities than equally bright children of ordinary workers or farmers. In

other words, the highly educated parents tend to provide a more conducive learning environment that propels their children to go to schools and succeed.

In a study conducted in Kenya by Ezewu (1988), it was found that the higher the levels of education of parents, the more likely it motivates children to learn and perform better. Kundu and Tuto (2000) found that home background has a significant influence on the achievement of children at school because educated parents tend to offer more psychological, social and financial support to their children, thus giving them the opportunity to excel in their studies.

A study by Kitavi and Westhuizen (1997) in Kenya showed that students from poor families who cannot afford to pay for transport costs must walk long distances to school. In such situations, by the time the students reach their schools they are already exhausted and less motivated to learn. The long distance to school can also lead to lateness and absenteeism and even some students can drop out. Studies by Mwinzi and Kimengi (2006), Jagero (1999), and Mensch and Lloyd (1997) in Kenya indicated that being sent home frequently to collect fees balance interfered with students learning, and consequently their academic performance. On average students take up to one

week per month to report back to school. In total the student ends up missing an average of one month per term which translates to one term per year. The consequences of missing classes have far-reaching effects on the students that include increasing probability of dropping out. Discouraging hard work, and stressing the students while they are trying to cover missed lessons, hence increase chances of failing in English and many other examinations.

Social Media and Secondary School Students: Highlighting Possible Linkages to their Failure in English Language

On the internet, students engage in a variety of activities some of which may be potentially addictive. (Kuss and Griffiths, 2011). The mass appeal of social media on the internet could be a cause for concern, particularly when attending to the gradually increasing amount of time students spend online. Undergraduates spend more time on Facebook, Twitter and other social media through smart phones that are now in abundance among these youths.

Many students cannot go for two-three hours without checking and updating their profiles on these social networks even at the detriment of other activities such as educational and career pursuit. (Morahan- Martin and Schumacher, 2000) explain social media addiction as the excessive use of the

internet and the failure to control this usage, which seriously harms a person's life. In an article on the Daily Trust newspaper, Itodo (2011) posits that there seem to be an alarming rate of social networking obsession among students today; a trend that could affect their academic, social and spiritual lives negatively if not properly controlled.

Many concerned parents have expressed grave concern that they could hardly get the attention of their children and wards, as they seem to have been carried away by the fascinating world of social networks. Some youths are such social freaks that they have now carved out for themselves a world of fantasy and illusion for detached from reality.

Bello (2012) of the Sunday Observer observes that if the dangerous trend of social media network "obsession" if left unchecked could further affect an already collapsing education system in Nigeria. The reason students are performing poorly in school these days might not be farfetched. While poor quality of lecturers can quickly take the blame, one might think harder if the phrase "Facebook frenzy" has not been heard of. It is a common sight to see a youth chatting in sensitive and highly organized places like church, mosque and lecture venues. Some are so carried away that even as they are walking along

the high way, they keep chatting. Attention has been shifted from visible to invisible friends, while important ventures like study and writing are affected in the process.

This phenomenon has become a source of worry to many who believe in knowledge and skill acquisition (McQuail, 2008). Jeong (2005) noted that internet addiction is significantly and negatively related to students' academic performance, as well as emotional attributes. In a study of 884 students of different educational institutions in Nigeria, Olowu and Seri (2012) indicated that students in Nigeria are spending too much time on social networking sites at the detriment of other necessary things such as their studies. They explained that youths' use of these social networking sites even point towards obsession. The youths have made the social media their top priority and continued to need more usage in order to feel satisfied. In Olubiyi (2012), the author observed that the bone of contention of the social media is the obsessive attitude of Nigerian youths towards its use. He pointed out that students waste their time through idle chats and other immoral acts. Students are so engrossed in the social media networks that they are almost 24 hours online. Even in classrooms and lecture theatres, it has been observed that some students are always busy

Twittering, Instragramming, Tiktoking or Facebooking, while lectures are on. The result is that quality time that ought to be spent on academic research and other productive things, e.g. reading, research, etc. is lost.

According to Khan (2009), social media users often time experience poor performance academically, which could in turn lead to mass failure in examination amongst students who are glued to these media. Similarly, Englander, Terregrossa & Wang (2010) posited that social media is negatively associated with academic performance of student and is a lot more momentous than its advantages. Internet addiction consequently gave rise in internet usage within the last couple of decades. Nalwa & Anand (2003) posited that students who are addicted to these social media tools are usually confronted with setbacks in their personal and professional responsibilities which ultimately leads to poor academic performance, which have the potency to affect their preparation for examinations, thereby leading to mass failure in subjects, especially in English Language.

Also, the excessive use of the media could negatively influence students' use of words. For example words like "they" could be shortened to "dey", words like "them" could be shortened to "dem", etc. When students

continuously learn to write with these word forms as inspired by social media, it becomes a problem as most of them take these into the exam hall. This could also pose as a serious problem confronting students, thereby leading to mass failure in examinations.

Ways to Improve the Performance of Secondary School Students in English Language

A lot of concerned individuals and groups have continuously decried the woeful performances of secondary school students in certificate examinations, with special focus on English language. A great number of researchers have continuously been probing into the causes of mass failures in schools and suggesting ways of reversing the ugly trend. The responsibility for the lackluster performance has been characterized by a series of buck-passing. Oduşina and Maduekwe (1992, 1993) posit that a major challenge in the area of teaching English as a second language is the shortage of foreign textbooks, as available Nigerian books are not written within the readability level of the students. Hence, a lot of students read at frustration level.

Ogunleye (1999) argues that incessant strikes by the Nigerian Union of Teachers (NUT) and Academic Staff Union of Universities (ASUU) and

constant closure of schools could also affect students' performances in English language. Adegbile (2006) argues that a reason for students' woeful performances in examinations is that the teachers lack communicative competence in English. If this is the case with many teachers, particularly teachers of English language, expectation from the learners then should be nothing short of poor performances in examinations.

The above stance calls to mind the instructive position of the Federal Government in the National Policy on Education (2004) that 'no education system may rise above the quality of its teachers'. Faleke and Ibrahim (2011) aver that GSM text messages and its orthography 'is gradually being adopted by Nigerian students' and 'would invariably adulterate the standard of English usage in Nigeria' (p. 61). Oluremi (2012) subscribes to the view that infrastructure plays a major role in the teaching and learning of English Language and that negative consequences of lack of infrastructure are grave. The researcher concludes that a basic school infrastructure should be a part of any plan to improve students' performances in English. Njemanze (2012) speaking in a similar vein as Adegbile (2006) maintains that teacher quality is a strong determinant of learner performance as 'poor teacher performance

impinges on learner performance’ (p. 58). Other problems identified include inconsistency on the part of government, the emergence of Nigerian English (NE), mother-tongue interference (Maduekwe, 2007), poverty (Lacour & Tissington, 2011), imbalance in learner/teacher ratio, learner readiness/maturity, poor teacher/learner motivation, indiscipline among learners (and teachers) as well as examination malpractice (Njemanze, 2012).

There is no gainsaying that the litany of problems identified have been impeding on students’ performances in examinations since decades but what is more worrisome than the problem of poor performances itself is that despite the series of solutions proffered to the problems, there seems to be no end in sight.

As a result of the fact that numerous solutions proposed by scholars seemed not to be working or are not even experimented with for reasons, we have proposed some radical panaceas which, if employed in the administration of secondary schools, would improve English language teaching and learning, improve students’ academic performances in English language and other school subjects and would translate into better results in certificate examinations. We subscribe to Obanya’s (1981) submission that the students’ ‘lack of mastery of English also tends to make the mastery of other subjects which are taught in

English difficult’ and that ‘the Nigerian child would perform better in school if the English language barrier to his understanding of other subjects was removed’ (p. 21). We propose four radical panaceas as ways of improving students’ competence in English language and, by extension, improving performances in other subjects. It is our hope that our proposal would, to a very large extent, incorporate almost all of the solutions earlier proposed to the problems of English Language teaching and learning in secondary schools as discussed by scholars, because it places certain demands on the students, teachers, school administrations and governments.

The first of such panaceas is to introduce the reading of prose texts in secondary schools to all students, such that a class reads a prose text per term. Federal and state governments as well as private secondary school managements should make prose texts available to the students. Quite apart from the texts they have to read for their Literature-in-English classes, these texts are to be read by the students on their own but the schools must ensure that the books are procured by all the students. Such texts, as prescribed by the authority, should take into cognizance the academic level of the students. By this is meant that while students in the JSS would read prose texts in the likes

of: The Drummer Boy, Passport of Mallam Ilia, A New Life, The Beggars' Strike; while those students in the senior classes would read prose texts like The Victims, Joys of Motherhood, No Longer at Ease, The Concubine.

Since today's secondary school students have a very poor reading habit, a bad habit that had been embraced right from their early school days, teachers of English Language themselves should be made to read the books and supervise the reading activities of the students. Teachers of English may also seize a period or two from their timetable to discuss the text with the class and/or ask verbal questions in order to get the students interested in the narratives as well as whet their appetite to read the texts.

In fact, teachers should be enjoined to use excerpts culled from the prose texts as comprehension passages for students' examinations. Further, some context questions, which demand a general knowledge of the prose text may be developed from the passage. In this way, students would read the texts since they are interested in performing well in their examinations. Teachers too would now learn the task of preparing marking guides/answers for such passages, as there are no ready-made answers or marking guides. This implies that teachers themselves would assess their own performances with respect to

such passages. Further, introduction of prose texts in this way would inculcate reading culture in both the students and their teachers of English Language as students (and teachers) would have read at least fifteen (15) prose texts on their own during their secondary school life-span. Having this collection of texts may also trigger the idea of building personal libraries in the students.

Another important panacea towards the reversal of poor academic performance in secondary schools is the necessity to separate the two subjects – English Language and Literature-in- English – in the JSCE curriculum. Presently, the National Policy on Education (2004) has struck out Literature-in-English from the curriculum. Literature-in-English is now subsumed under English Language, such that students in JSCE are not exposed to the study of Literature-in-English per se. They are only given a faint glimpse of the subject during the course of learning English language. This tradition does not give enough room for the learning of English Language itself as Literature-in-English now encroaches, albeit uncomfortably, on the periods allocated to English Language. Separating the two subjects in the curriculum will grant five periods per week to English Language and three periods to Literature-in-English.

In a study on effective teaching of poetry in Nigerian Junior Secondary Schools, Ogunnaike and Akinbode (2011) reported that all the teachers responded that Literature-in-English be separated from English Language curriculum in the JSS. Students themselves will have the unique awareness that they are studying Literature, a subject that greatly promotes reading culture. Osisanwo (2008) succinctly captures the symbiotic relationship between language and literature when he points out that while ‘language is a tool by means of which literature establishes an existence, literature is a tool with which language propagates itself, and manifests its own various potentialities’ (p. 28). Ogunnaike and Akinbode (2011) submit that ‘poetry is a very important genre of literature which plays a significant role in the Junior Secondary students learning of English’. Literature is the best instance of language in use and, with Literature-in-English students develop and acquire a sound awareness of language use. Various important areas of English language education such as comprehension, vocabulary development, sounds of English, structural patterns and rhetorical expressions can be enhanced when students are exposed to Literature-in-English.

Another highly rewarding method of achieving excellent results in English Language examinations is by separating the various aspects of English Language for the teachers of English language in the school. The different aspects of the subject – Structure/Grammar, Vocabulary Development, Comprehension, Sounds of English, Composition/Essay Writing, Summary – need to be shared by two or three teachers, such that a teacher teaches only a particular aspect(s) of English. Experience has shown that teachers of English Language usually have preference for certain areas of the subject over others. This bias for certain aspects over others may be due to a number of reasons ranging from poor training, incompetence in certain aspects of the subject to sheer lack of interest. Even those who claim to have competence in all the areas of the subject still have special interest in certain areas over others. Further, the present trend in which a teacher is made to handle all the various aspects of English gives room for laziness as certain teachers may concentrate on teaching only an aspect or two which s/he is well at home with at the detriment of the other areas of the subject.

Cumbersome as this may initially appear, separating the aspects of the subject will assist the teachers to function optimally, as teachers of English in a

school now have the chance to teach the aspects of the subject they can handle with competence and confidence, and which they enjoy most. Much as this strategy will assist the teachers by taking care of their preferences, it will also force the teachers to study and work hard to prove their competences in their chosen aspects. After all, they now have the freedom to choose which aspects they love to teach. Students too will now have the unique advantage of being taught English Language by more than one teacher and, this will expose the students to the various teaching strategies that the different teachers may utilize, just as the different attitudes and personalities of the teachers would rub off on the students. Further, students would easily escape being wrongly taught since they only need to pose questions on grey areas to the next teacher of English.

Our educational system has failed miserably because it has not made the teachers fully responsible for the academic successes or woes of the students particularly in the secondary schools. Teachers should therefore be made to take full academic responsibilities of their students. By this is meant that teachers should be made to move up the classes as their students move up from one class to another, say from SSS 1 to SSS 2 and to SSS 3. In this way, a teacher becomes fully worthy of praise or blame at the end of the Certificate

examination, be it JSCE or SSCE. Imagine the teacher as a football coach who has three years to prepare his team for a competition and given all the necessary support and facilities to produce good results. Failure on the part of the coach would definitely not be applauded. A secondary school teacher, who moves up with his/her students in his way, has three years to prepare his/her students for either the JSC or SSC Examinations. S/he should do all within his/her capacity to ensure the success of the students, as the students' success is the teacher's pride. The idea of a teacher handling only the JSS 1 or JSS 2 students does not give room for proper measure of the teacher's competence. Rather, it helps to shift responsibilities from one teacher to another. If at the end of a three-year programme the students' results are good or poor, it would be really impossible to determine who among the teachers prepared the students well or not.

Summary of Literature Reviewed

This chapter examined related literature on factors associated with mass failure of students in English Language in Secondary Schools. It examined extensively various factors that could lead to failure amongst students which could cause poor academic performance or in the long-run extend to failure in examinations. It explained copiously the following subheadings: the

importance of English Language in secondary schools, examination malpractice as a major effect of poor preparation for examinations among secondary school students, teachers' attitude to teaching and mass failure amongst secondary school students: the justification, parental influence on students' failure in English Language in secondary schools, social media and secondary schools students: highlighting possible linkages to their failure in English Language. Lastly, it discussed ways to improve the performance of secondary school students in English Language.

In summary, students' failure in examinations and school-based tests are influenced by both humans and technology. The human factor could be the teacher, parents and the students themselves; while technological factor as described in this chapter is the social media which is globally recognized and has posed several threats to students and non-students. The student (human) and the social media (technology) is regarded as the greatest intersect that has caused so many failures amongst secondary school students in their examinations. Majority of students visit social media sites (e.g. Facebook, Instagram, Telegram, Twitter, TikTok, etc.) while in class, in the vehicle, at home, in the library and so on. The social media has been firmly knitted in the

fabrics of students' academics, and has taken a full space of their concentration. Though most secondary schools restrict students from bringing mobile devices to school, but most of them still sneak in with their smartphones, while most of them who don't bring them to school spent their after-school-hours on their smartphones.

It is therefore a necessity to address these bedevelling problems confronting students in order to reduce the failure rate and improve their academic performances. Therefore, this research work is envisioned to address these issues and bring forth a lasting solution.

CHAPTER THREE

METHODOLOGY

This chapter dealt with the methods and procedures used in carrying out the research. It is listed under the following subheadings;

- Research Design
- Population of the Study
- Sample and the Sampling Techniques
- Research Instrument
- Validation of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Research Design

The descriptive survey research method was adopted for this study. According to Sambo (2005), a survey research design is one in which a group of people or items are studied by collecting and analyzing data from only a few people or items considering being representative of the entire group. The choice of survey research design was informed by the fact that the research has wide

scope and which allows a great deal of information to be obtained from a large population that is geographically dispersed.

Population of the Study

The population of the study for this research work consisted of all the nineteen (19) secondary schools in Ovia North East Local Government Areas of Edo State.

Sample and Sampling Techniques

The sampling technique used to obtain data from respondents was the simple random sampling technique.

The samples for this study consisted of one hundred (100) students carefully selected from four schools in Ovia North Local Government Area of Edo State where the research was carried out.

Research Instrument

The questionnaire was used as research instrument to elicit data from respondents. The questionnaire was divided into two parts: Section A and Section B.

Section A was designed to elicit demographic information from students, while Section B was designed to get responses from students on the fifteen (15) items generated from the research questions. The questionnaire was designed using a two-point response scale; Yes and No.

Validity of the Instrument

The instrument was validated by the researcher's supervisor, and two other experts in the Faculty of Education. The supervisor and the experts made necessary corrections on the questionnaire before it was printed in multiple copies for circulation.

Reliability of the Instrument

The reliability of the instrument was done using the test retest reliability method. The researcher administered the questionnaires, after which the reliability coefficient of 0.5 was derived.

Method of Data Collection

The questionnaire was administered to students in their respective schools. The researcher then explained to them how to fill it appropriately. Immediately it was filled, it was retrieved from them on spot.

Method of Data Analysis

The researcher analyzed data using percentages and frequency tables. The data was analyzed by the use of a computer software package (SPSS), and mean values were used to depict answers to the questionnaire.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter presents data and discussed result on factors associated with the mass failure of students in English Language in secondary schools in Ovia North Local Government Area of Edo State. The sample size used for this study is a total number of one hundred (100) students who answered the research questions appropriately. For the purpose of this study, items having a mean value >1.5 is *Disagreed*, while items having a mean value of <1.5 is *Agreed*. The data presented below is a tabular presentation of results gotten from the field solely carried out by the researcher.

SECTION A: PERSONAL DATA

Table 1: Distribution of Respondents by Sex

Sex	Frequency	Percentage (%)
Male	56	56%
Female	44	44%
Total	100	100%

Table 1 above shows that 56% of the respondents are male respondents, while 44% are female respondents.

Table 2: Age Distribution of Respondents

Age	Frequency	Percentage (%)
10 – 12 years	2	2%
13 – 15 years	60	60%
16 years & above	38	38%

From table 2, it is revealed that 2% of the respondents sampled was 10 – 12 years of age, while 60% of the same sampled population was 13 – 15 years. Lastly, 38% of the sampled population was 16 years and above.

Table 3: Class Distribution of Respondents

Class	Frequency	Percentage (%)
JSS 1	2	2%
JSS 2	4	4%
JSS 3	18	18%
SS 1	22	22%
SS 2	20	20%
SS 3	34	34%

Table 3 shows the class distribution of respondents. From the analysis shown above, it was revealed that 2% of the respondents are in JSS 1, 4% of the respondents in JSS 2, 18% in JSS 3, 22% in SS 1, 20% in SS 2, and lastly 34% in SS 3.

SECTION B: RESPONSE TO THE RESEARCH ITEMS

Research Question One: *What ways do teachers and schools contribute to students' failure in English Language?*

Table 4: Items on ways teachers and schools contribute to students' failure in English Language

S/N	ITEMS	N	YES	NO	Mean	Remark
1.	Most schools don't have qualified English teachers to teach students, therefore their failure in examinations can be attributed to the schools.	100	90	10	1.10	Agreed
2.	Some schools today are not conducive for learning; therefore students' failure in English Language can be traced to that.	100	94	6	1.06	Agreed
3.	Some schools don't have enough learning materials like laboratory, textbooks, audio-visual devices, e.g. computers; therefore students fail as a result of that.	100	96	4	1.04	Agreed
4.	Some schools are well equipped with teachers and devices for teaching, but students are not ready to learn.	100	88	12	1.12	Agreed
5.	Most students write excellently well in examinations, but some of the problems come from WAEC's Marking Scheme.	100	88	12	1.12	Agreed

From table 4, it is revealed that most schools don't have qualified English teachers to teach students, and therefore, their failure in examinations can be attributed to the schools. Also, it was observed that some schools today are not conducive for learning. Not only that, it was observed as well that some schools don't have enough learning materials like laboratory textbooks, audio-visual devices, etc, therefore students' failure in English Language is linked to it. Also, from the table, it was discovered that some schools are well equipped with teachers and teaching resources, but students are not ready to learn. These questions answered to the research question that most of the challenges faced by students leading to their failure in English Language examinations are caused by the school and teachers as well.

Research Question Two: *Are parents responsible in any way to students' failure in English Language in the area of study?*

Table 5: Items to determine if parents in any way contribute to students' failure in English Language

S/N	ITEMS	N	YES	NO	Mean	Remark
6.	Parents are responsible for most of the problems students face in school.	100	72	28	1.28	Agreed
7.	Some parents don't give their children time to study at home. Once they come back home, they engage them in their business.	100	66	34	1.34	Agreed
8.	Some parents never buy learning materials for their children except exercise books and biros.	100	62	38	1.38	Agreed
9.	Some parents never enroll their children for extra-coaching classes, they rely fully on what their children are taught in school.	100	74	26	1.26	Agreed
10.	Parents support their children fully. The problem is the students who engage themselves in a lot of unprofitable things.	100	70	30	1.30	Agreed

Table 5 collates data and responses from respondents, who gave their opinions on whether parents are responsible in any way to students' failure in English Language in the area of study. From the table, it is revealed that most parents give their children cumbersome home chores immediately they get back

home from school leaving them with no time for study at all. Some even tell their children to stay for them in the market to sell their market. It was also observed from the responses that some parents never buy learning materials for their children to take to school, except exercise books and biros. It was also realized that some parents never enroll their children for extra coaching classes, they expect their children to rely fully on what they are taught in their schools. But still, it was accepted that some parents support their children fully with everything they need in school, the problem is the students who engage themselves in a lot of unprofitable things.

Research Question Three: *Does the social media have any impact on the study habit of students?*

Table 6: Items to determine if social media have any impact on the study habits of students

S/N	ITEMS	N	YES	NO	Mean	Remark
11.	The social media help students in their academics.	100	96	4	1.04	Agreed
12.	Students have group chats on their social media platforms e.g. Whatsapp, where they can share educational contents and discuss more on their studies.	100	96	4	1.04	Agreed
13.	Students spend virtually all their time studying through the social media.	100	50	50	1.50	Agreed
14.	Students are never glued to studying on the social media alone, they spend majority of the time chit-chatting and doing other things that are not academically profitable.	100	62	38	1.38	Agreed
15.	The social media is a good means to study, but a lot of students abuse its use.	100	88	12	1.12	Agreed

Table 6 revealed the impact on the study habit of students in the area of study. From findings, it was revealed that the social media has helped students to a large extent and improved their study habits. But it was observed closely that most students abuse its use. Some students are very distracted in the use of these social media devices. They even get carried away most time in the sense

that they chat away their time with friends and abandon the important things that are concerned with their studies.

Discussion of Findings

The study focused on factors associated with mass failure of students in English Language in secondary schools in Ovia North East Local Government Area of Edo State. From the results presented and analyzed above, discussions of the result are listed below;

Data provided in research items 1 – 5 answered research question 1, “What ways do teachers and schools contribute to students’ failure in English Language?”. From the results gathered under this research question, it pointed out the various ways schools and teachers have assisted students to fail in English language, though not a direct contact, but an action the researcher may consider involuntary. Among the issues presented under this research question, it was realized that most schools don’t have qualified English teachers to teach students, some schools are not conducive for learning, some schools don’t have adequate learning resources, etc. This the researcher considered a big problem affecting students and making them fail in school-based examinations, and even external examinations such as WAEC, NECO amongst others. But it

could be noted as well that some schools make provision for students' learning deficiencies as noted above, but the problem is that some students are not just ready to learn.

In addressing research question 2, items 6 – 10 gave answer to the question asking if parents are responsible in any way to students' failure in English Language in the area of study. From the table, it is revealed that some parents don't give their children adequate time to study at home after school hours, instead they engage them in their businesses. It was also discovered that some parents don't buy textbooks and other learning materials for their children, except for exercise books and biros. It therefore becomes a game of "survival of the fittest" for students. Also, it was realized that some parents never enroll their children for extra-coaching classes. All these are contribution of parents to the failure of students in English Language in the area of study. But nevertheless, it was observed that parents support their children fully, the problem was that students engaged themselves in a lot of unprofitable things, even with maximum support from their parents.

Items 11 – 15 answered research question 3 on the impact of the social media on the study habit of students. It was discovered that even though the

social media has tremendously improved the study habits of students and enhanced group participation through online classes on Whatsapp groups and all of that, some students still create time to waste with these devices, abusing its privileges. This doesn't discredit its use in any way, but throws caution to students who make use of it for the wrong purposes.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This study examined factors associated with mass failure of students in English Language in secondary schools in Ovia North East Local Government Area of Edo State. The researcher made use of descriptive survey method. Three questions were raised to guide the study and are stated as follows:

1. What ways do teachers and schools contribute to students' failure in English Language?
2. Are parents responsible in any way to students' failure in English Language in the area of study?
3. Does the social media have any impact on the study habit of students?

Data gathered from the questionnaire administered to schools were analyzed by the use of frequency count and percentages.

Conclusion

From the results obtained, the following conclusions were drawn:

1. Most schools don't have qualified teachers to teach students.
2. Most school environments, and even the classroom are not conducive for learning.
3. Some schools lack instructional materials for teaching students.
4. Some parents don't support their children fully with learning resources, they rather prefer supplying them with exercise books and birs.
5. Parents never enroll their children for extra-coaching classes.
6. The social media has helped to mar a lot of students in the sense that they lose focus whenever are with their smartphones or laptop computers.

Recommendations

Based on the findings of this study, the following are recommended;

1. Schools should ensure they employ teachers who have the necessary qualifications to teach English language in schools.
2. Schools should ensure they renovate and maintain academic infrastructures and rebuild old and worn-out structures. This alone when left undone could

cause some students to fail as it is part of the motivators for students' learning.

3. Schools should ensure they purchase instructional materials for teaching, and improvise for the ones too expensive to purchase or unavailable in the market.
4. Parents should ensure they give their children maximum support in their academic in enrolling them for extra-coaching classes when necessary, provide students with learning materials, if not all, but to a satisfactory level. Also, parents should give their children enough time to study at home.
5. Students should ensure they should practice the art of discipline in their day-to-day activities. This will help them in the things they do and inspire them on strategic ways to wade off distraction, even to the ones coming from the social media.

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APPENDIX
DEPARTMENT OF EDUCATIONAL FOUNDATIONS
FACULTY OF EDUCATION
UNIVERSITY OF BENIN, BENIN CITY

**QUESTIONNAIRE ON FACTORS ASSOCIATED WITH MASS FAILURE OF
STUDENTS IN ENGLISH LANGUAGE IN SECONDARY SCHOOLS IN
OVIA NORTH LOCAL GOVERNMENT AREA OF EDO STATE**

Dear respondent,

The researcher is a student of the above-named department, faculty and university.

The questionnaire is designed to **assess the factors associated with mass failure of students in English Language in secondary schools in Ovia North East Local Government Area of Edo State.**

You are requested to complete the questionnaire as sincerely and objectively as possible. Your response will be treated with utmost confidentiality.

SECTION A: PERSONAL DATA

INSTRUCTION: Please tick (✓) the answer that best describes your response.

Name of School: _____

Sex: Male () Female ()

Age: 10 – 12 years () 13 – 15 years () 16 years & above ()

Class: JSS 1 () JSS 2 () JSS 3 () SS 1 () SS 2 () SS 3 ()

SECTION B

INSTRUCTION: Please tick (✓) the answer that best describes your response

S/N	ITEMS	YES	NO
	<i>What ways do teachers and schools contribute to students' failure in English Language?</i>		
1.	Most schools don't have qualified English teachers to teach students, therefore their failure in examinations can be attributed to the schools.		
2.	Some schools today are not conducive for learning; therefore students' failure in English Language can be traced to that.		
3.	Some schools don't have enough learning materials like laboratory, textbooks, audio-visual devices, e.g. computers; therefore students fail as a result of that.		
4.	Some schools are well equipped with teachers and devices for teaching, but students are not ready to learn.		
5.	Most students write excellently well in examinations, but some of the problems come from WAEC's Marking Scheme.		
	<i>Are parents responsible in any way to students' failure in English Language in the area of study?</i>		
6.	Parents are responsible for most of the problems students face in school.		
7.	Some parents don't give their children time to study at home. Once they come back home, they engage them in their business.		
8.	Some parents never buy learning materials for their children except exercise books and biros.		
9.	Some parents never enroll their children for extra-coaching classes, they rely fully on what their children are taught in school.		
10.	Parents support their children fully. The problem is the students who engage themselves in a lot of unprofitable things.		
	<i>Does the social media have any impact on the study habit of students?</i>		
11.	The social media help students in their academics.		
12.	Students have group chats on their social media platforms e.g. Whatsapp, where they can share educational contents and discuss more on their studies.		

13.	Students spend virtually all their time studying through the social media.		
14.	Students are never glued to studying on the social media alone, they spend majority of the time chit-chatting and doing other things that are not academically profitable.		
15.	The social media is a good means to study, but a lot of students abuse its use.		