

**FACTORS RESPONSIBLE FOR SECONDARY SCHOOL
STUDENTS' FAILURE IN ENGLISH: A CASE STUDY OF
SECONDARY SCHOOLS IN OREDO LOCAL GOVERNMENT
AREA, BENIN CITY, EDO STATE.**

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

DECEMBER, 2024

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF
EDUCATIONAL FOUNDATIONS, FACULTY OF EDUCATION,
UNIVERSITY OF BENIN, BENIN CITY, IN FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF BACHELOR OF ARTS
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CERTIFICATION

We the undersigned certify that this project work was carried out and completed by Femi Philip GODWIN with Matriculation Number, EDU2005451, in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin City, Nigeria; in partial fulfilment of the requirements for the award of a B.A.(Ed) Degree in English Language and Literature, Faculty of Education, University of Benin, Benin City, Nigeria.

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DEDICATION

This project work is dedicated to the Almighty God for the gift of life.

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ABSTRACT

This study seeks to examine the factors responsible for students' failure in the English language taking Oredo Local Government Area of Edo State as a case study. The blame has continued to be shifted from teachers to parents, government, students and the society regarding who is responsible for students' failure in the English language in secondary schools. It is against this background the study seeks to find out who is responsible, with close attention to the poor formative assessment practice of English lessons by teachers and promotion of students irrespective of their failure in English at a lower level.

Four research questions were raised to guide the study, and a survey research design was adopted for the conduct of the study with the use of a questionnaire as the instrument for gathering data to answer the research questions. The use of mean, standard deviation, frequency count and tables were used to present the results for ease of discussion and interpretation. The results show that teachers, government, students and parents contribute to the existence of this problem. The study concluded that the poor formative assessment practice by English teachers and the practice of promotion of students irrespective of their failure in English at a lower level contribute highly to students' failure in their certificate examinations.

Finally, appropriate recommendations like regular supervision of teachers' classwork to ensure formative assessment is practised etc were given to solve the present and recurring problem.

CHAPTER ONE

INTRODUCTION

Background to the Study

Nigeria is a country with multiple ethnic groups with diverse and varying languages. Hence her adaptation of English Language as her official language (Lingua Franca) to bridge the gap in communication and help the native speakers of these diverse and varying native languages within her to have a common language for their inter-relation very fitting. This point is corroborated, and an additional role of English language in Nigeria mentioned, by Idowu Samuel (2015) when he wrote about English language as:

...the official language and so is employed as inter and intra national language in the country. It is an important core subject in the school curriculum and a channel of international acceptability to Nigerians.

In addition to these important roles, English language has continued to play other valuable roles in Nigeria and Africa at large since its first appearance in the country (Nigeria) and continent (Africa). English plays several roles that have economic, educational, social and political relevance's and implications. Oribabor (2006) agreed with this when he wrote of English as a language that is useful in all sectors of human life.

On the roles of English in the economic world, sharing of business ideas among individuals and countries which has resulted to individual economic growth and economic growth and development of countries in the world is largely made possible by communication through English language; it is a language of pricing and negotiation in home and abroad businesses which yield positive implications to the development of Nigeria economy. Good knowledge of it has also become a useful criterium along with educational certificate for the employment of labour because of its (English) usefulness to the activities and well-being of the organisations that employ labour.

On the social aspect, English serves as a link between and among people of different cultures, status– rich and poor, the affluent and downtrodden as they use it for communication and social relations.

In the education sector, the 1982 Ordinance designated English as the language of instruction in schools as a result of the observation made by Reverend M. Senter, the first inspector of schools in West Africa. Senter advised Africans to become fluent in both speaking and writing English because it is not only a language of trade but also a means of communication in all spheres of human endeavor. For this reason and in line with the declaration of English as the language of instruction by the 1982 Ordinance, English has been in use as the language for teaching all school subjects, courses (science and art courses alike) and communication in all education activities. To be well understood and used effectively to serve these purposes, English has continued to be studied as a distinct subject and course in Nigeria schools. It is one of the compulsory subjects students must pass before they can be said to have successfully completed their secondary school education. It enjoys the privilege of being taught on daily basis in the primary and secondary level of education in Nigeria.

The English language is a prerequisite for admission into Universities and it is also compulsory for all first year students in the Universities as specified by National University Commission (NUC).Obiakor and Malu(2020)

Despite these important roles which have led to English language being emphasized in education by the government, students have been observed to continue to perform poorly in their use of English language and a record of their mass failure in it in external (certificate) examinations and internal examinations appear on academic records annually. Over the past two decades, there have been more complaints about students' repeated failures in the Senior Secondary Certificate Examination (SSCE), West African Senior School Certificate Examination (WASCE), and National Examination Council (NECO). Judith, (2014.) cited by Idowu Samuel (2015). Adepoju (2011) said that the recurrent and ongoing failure and poor performance of senior secondary school students in public examinations in recent years have made the growth of secondary education in the country a daunting challenge. It is on this note that it has been judged by Ajayi,(2012) that the widespread student failure in public exams represents a waste of the

money invested in secondary education; it raises serious concerns about the standard of secondary education in the nation. This phenomenon and the causes of it have continued to be of interest to scholars and researchers across the country, Nigeria. Numerous interested researchers have conducted research on the issue and have produced a variety of conclusions. While some blamed the teachers for the issues, others agreed that the government was to blame. Still others pointed to the students' and parents' factors.

It is necessary to enunciate that the problem has continued to batter the students of secondary School in the area of English language, however. In Educational practice, regular formative assessment (evaluation) as well as summative assessment are seriously encouraged as they help the teachers to be informed of how well the objectives and goals of each lesson, each term and session have been met. This is expected to in turn inform the decision the teachers make regarding the students.

However, it seems tutors of this subject are lagging behind in this practice. During his teaching practice programme, the researcher discovered that a number of students from different classes he taught this subject had much

assignment given to them but which had not been marked to inform both the teacher and the students the extent to which the content upon which such assignment was based had been learnt. He also observed that several students had been promoted from lower classes of learning to higher ones, and therefore seemed to lack the basic knowledge they supposed to have acquired from the previous classes which was to assist their learning of what was being taught at the current classes they were in.

Statement of the Problem

Despite the emphases the government and curriculum developers place on English language as a subject which is why it is taught on daily basis at the secondary School level of education and which has made it to be included among the five compulsory subjects students must pass at this level of education before they can be said to have completed their secondary school education, regular failure of students in this subject in certificate examinations in Nigeria has continued to appear on academic records. For example, In the Nigerian WAEC years of 2012, 2013, and 2014, respectively, 38.81%, 36.57%, and 31.28% had six credits, including English and Math.

The inability of secondary school students to properly communicate in the language, both orally and in writing, has also persisted as a regular and obvious issue. What factors are behind this decline in the use of the English language has been a key issue for the government and the community (Ogunde, Olanipekun and Aina) as well as the guardians of these students.

It is noticed that even when it is very crucial to teaching and successful learning, the practice of formative assessment by teachers of English language in secondary schools has greatly declined in recent times. Also, promotion of students even when they fail an important subject such as English has also been a regular practice in the education system in recent decades.

For this reasons, this present study seek to peer into what factors are responsible for students' failure in English language with special attention to finding out the state of formative assessment in secondary schools, whether lack of proper formative assessment and promotion of students to a higher class irrespective of failure in English at lower level (class) are contributive factors to students' failure in English language certificate exams in

secondary schools with specific attention to schools in Oredo Local Government Area of Edo state.

Research Questions

The following research questions were raised to guide the focus of the study:

1. What are the factors responsible for student's failure in English language in secondary schools?
2. What is the state of formative assessment of students on English language lessons by teachers of English language in secondary schools in Oredo Local Government Area?
3. Does lack of proper formative assessment contributes to Students' failure in English language in secondary schools?
4. Does lack of appropriate decision based on students' academic achievement such as promoting a student even while he failed a particular class affect student's success in English language in secondary schools?

Purpose of the Study

The general purpose of the study is to make contribution to previous work done aimed at revealing the reasons behind secondary school student's failure in English language. To achieve this, the present study seeks to examine the following specific points:

- Factors responsible for secondary school student's failure in English language.
- A check for whether or not there is proper formative assessment of students on English language lessons
- Effect of lack of proper formative assessment on the success of students in English language
- Effect of lack of appropriate decision based on students' academic achievement on their success in English language in secondary schools.

Significance of the Study

One of the major problems encountered by the Nigerian education system is the regular failure of huge number of students in English language. On this note, this study becomes relevant as it will help reveal to education stakeholders the reasons behind student's failure in English language. This knowledge will propel such stakeholders to come up with and make appropriate changes to remedy this challenge so as to improve student's chance of success.

This study will be of benefit to teachers as facilitators and serious factor in determining students learning success. It will help them to see additional areas of their career that has been given little attention and has therefore had a serious negative consequence on their students and their (teachers') profession. This will further help them on appropriate areas to make improvements to deliver quality teaching in order to bring forth quality outputs (students).

The education system at large will benefit because acting upon the findings of this study will help improve students results and this will help put the image of Nigeria education system on a positive side.

Scope and Delimitation of the Study

The study covers six senior secondary schools in Oredo LGA which is necessitated by reason that the researcher currently resides very close to the environment.

The study seeks to find out the factors behind students' failure in English language. This is further delimited particularly to lack of proper formative assessment and its effect on students' academic achievement in English language as well as lack of proper decision based on students' academic achievement and its effect on student's success in English language.

The study is limited by time. Work of this nature requires enough time for investigation and record to give a more thorough and wider range of study

for a greater result. However, because of the time frame given for the submission of this study, such deep and wider study is not feasible.

The work is also limited by lack of enough financial power by the researcher. This is why the location studied is limited to Oredo Local Government Area only, and more, few schools within LGA because of lack of money to reach more schools, other local government and or states.

Another limitation is that some respondents may have refused providing the accurate and sincere response that stands for the true situation required for some of the questions in the questionnaire for reasons the researcher cannot figure out.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter focuses on the review of relevant and related literature to the concern of this study. It is discussed under the following subheadings:

- The Concept of English Language.
- Relevance of English Language.
- Factors Affecting students' success in English language.
- Promotion of Students Irrespective of their Academic Achievement and Students

Academic Success

- The Concept of Formative Assessment.
- Importance of Formative Assessment.
- The Level of Teachers' Practice of Formative Assessment
- Summary of Review of Related Literature.

The Concept of English Language

English language is the language of the English people (people who have English as their native language such as British, United States of America etc.). Currently English is popularly viewed to be the lingua franca (official language of communication and relation between and among countries and peoples with their own different native languages) of the world and is the standard language in a wide variety of fields, including computer coding, international business, and higher education (Simeon Potter). For this reason, most countries in the world adopt and speak it as their second language while the other few countries of the world study it for international acceptability and economic and diplomatic transactions. For instance, English is the official language and the primary means of communication among the various ethnic groups in Nigeria. As a second language in Nigeria, English serves as a tool for instruction by school teachers and is regarded as a passport to social, economic, educational, and professional advancement as well as prestigious employment. It is also the language of official instructions, law courts, local and central government, mass media, and other official institutions. (Bamisaye, 2006).

For quite a long time now English has continued to be a yardstick for judging someone to be literate or illiterate as the ability to read and write in it is now a determinant of who is literate and vice versa. In agreement with this is Fema's, (2003) statement that a functionally literate person is one who has acquired the knowledge and abilities in reading and writing which enable him to effectively engage in all those activities in which literacy is generally presumed in his culture of group.

The four main talents in English are listening, speaking, reading, and writing. Due to its unique responsibilities in the modern world, particularly in Nigeria, it is now taught in schools as a required topic that must be passed at all levels of the country's educational system. In order to prepare them for the advanced requirements of the English language at higher levels of education, the labor market, and in the workplace as a whole, students in the secondary school level are expected to have acquired, at the completion of their secondary education, the necessary knowledge, attitude, and skills of English consistent with their level.

Relevance of English Language

Since its introduction into the country by the colonialists, English language has continued to serve several useful relevance's to the country as well as her citizens. Among these relevance's are the fact that English serves a uniting role as it helps to bridge the communication barrier and dispute over which native language to adopt as Nigeria's national language initially caused by the mutual unintelligibility of the different languages spoken by the different ethnic groups in the country. Bamgbose,(2005), cited in Osagie,(2018), observed that one of the ways the colonial government was able to solve the issue of multiple languages in Nigeria was through the use of the English language. English is widely used in formal contexts to communicate in industries like business, religion, media, government, and educational organizations.

As it has been pointed out above that English has become language of the world, information, knowledge and instructions on different areas of human concerns are communicated, stored and shared in the English language. So, the knowledge of the English language by Nigerians helps them to take in

this knowledge and understand the instructions which application result in self, economic and national development. This point is further backed up by the fact that other subjects in school are written and taught in English language. So proficiency in English language by a student affords that student a better opportunity to understanding, interpreting and doing well in those subjects.

Academic advancement has also come to be etched on proficiency in English language since in Nigeria secondary schools, failure to pass English in certificate exams means failure to move to other higher levels of education and vice versa. Good speakers of the English language also enjoy several social and academic privileges.

Factors Affecting Students' Success in English Language

This section considers the various factors that different researchers have identified to be the reasons behind students failure in English language. The question of who is responsible for student's failure in English language has been answered by different people with varying answers. However, a

consideration of the answers has shown that each of the stakeholders in the education process has a blame to share.

Bad study habits, poor and negative attitudes of students, their distaste for the subject of English language, as well as their dependence on examination malpractice, have been recognized as the students' fault responsible for their failure in English. In psychology, an attitude refers to a set of emotions, beliefs, and behaviors toward a particular object, person, thing, or event. Attitudes are often the result of experience or upbringing, and they can have a powerful influence over behavior. While attitudes are enduring, they can also change,(Kendra Cherry, 2021). From the above, it can be inferred that attitude can influence a person to have negative or positive behaviour towards something; they can serve as motivation, readiness for a learner towards an attainment of a goal. Brown,(2000), cited in Osagie, (2018), opined that because they encourage learners' motivation to study the language, attitudes are positively correlated with success in learning a second language.

The result of table 2. of Judith, Mingcai, Banenat and Nanbam's study presented students' attitude as the highest responses of 28.9% factor responsible for mass failure. The respondents agreed that students of these our days are lazy, dependent on examination malpractice, has hatred for the subject (English language), demonstrate an un-serious attitude towards the study of English language as a school subject. In corroboration with this, in a study done by Idowu Samson,(2015), students were identified as the major cause of their failure in English language in public examinations like NECO as 65.3% of the students themselves believed that the students should be blamed while 7(87.5%) of the nine(9) teachers served questionnaires were of the same opinion. The major reasons agreed upon by the students and the teachers to be the students fault(factors) were : social media influence which ranged (63.15%); use of chat language (71.25%); poor study habits (85%); inadequate preparation for examinations (95.05%); watching of television and Home videos (73.45%) and irregular attendance of classes by students.

Still, in agreement with the above is the statement by the Principal Assistant Registrar of the West Africa Examination Council (WAEC) in a paper he presented, quoted by Judith,(2014), he opines that the performance of

candidates in WASSCE in Nigeria can be traced to the student factor. These factors include students' disobedience to instructions, lack of comprehension of the requirements of the question due to students' bad reading habits, illegible handwriting and poor spelling, and exam malpractice, among other things.

Further, the dominance of mother tongue among secondary school students has also been pointed out as another cause of poor performance of students in the English language in certificate examinations. Tata Umar Saad, (2014), citing Usman (2012), opined that due to the "complicated linguistics" scenario that Nigerian students are in, they are required to master their native tongue before learning English, and they are also expected to be fluent in both languages. The immediate language of the community (mother tongue or native language) should be used for instruction at the lower levels of primary school, and a combination of English and the local community language should be utilized at the upper levels, according to the Nigerian policy on education. Therefore, it follows that the policy supported and advocated for the use of mother tongue in education at the primary level. Umar contended that this circumstance significantly contributes to children'

poor English language acquisition beginning in primary school and continuing through high school.

It is noteworthy that children frequently speak their mother tongue or native languages in most of their contacts, whereas English is primarily used in the classroom and nowhere else. In fact, among students who speak the same native languages, the use of mother tongue in classroom communication is extremely common when it is not strictly regulated. This makes the cliché "vernacular is strictly prohibited in the class" come to mind. This implies that using vernacular outside of the classroom is highly encouraged.

In the blame of who is responsible for students' failure in English language, the teacher also gets a huge share. Researchers have been able to establish a relationship between teacher qualification, experience and students' learning outcomes. A highly rated competent teacher is capable of overseeing a student's academic progress within a formal setting so that the student can, in a given amount of time, come closest to achieving the full range of English language proficiency. This illustrates how the success of students in the subject is greatly influenced by the quality of their English teachers. The

opinion of Adedokun,(2011), agrees with this. He was of the opinion that in secondary schools, poor English language performance is a result of under supply of qualified teachers. Due to this occurrence, many schools now require teachers of other subjects to also teach English. It is only reasonable for these teachers of other disciplines to simply impart to the students the limited and very likely imperfect (incorrect) understanding of the English language that they themselves possess because they lack the profound knowledge of the subject. This consequently determines what the students learn and write during exams. Because individuals assessing the response booklets have in-depth language knowledge, such reproduction of mistakes learnt by students from the teachers do not pass unnoticed. This consequently accounts for the failures students suffer in the English language examinations.

****Also, in a study done by Malu and Obiakor,(2020), on Problem of Teaching and Learning of English Language as a Second Language in Secondary Schools in Ankpa Local Government Area of Kogi State, They discovered that a lack of qualified English language instructors makes learning the language less engaging for students, undermines their**

preparedness for oral exams, lowers their confidence in written English, and, to a large extent, makes it impossible for them to perform well in WAEC and NECO. They claim that teachers generally have poor classroom management skills.

Hong, Wendy and Heather(2014), found that a lot of teachers had boring teaching methods. There were few or no activities created to pique and maintain students' interest in the lesson; teachers had little ability to organize their classrooms; some teachers gave unclear instructions that made it difficult for students to understand; teachers did not put much effort into lesson preparation; and teachers' limited use of teaching resources and technology hindered students' success in learning English.

In addition, even some teachers who read the subject in school exhibit poor oral and written expression in the language. In agreement with this, Adedokun noted that in such a circumstance, teachers cannot be productive and will always produce subpar work (students). Additionally, he said that insufficiently prepared teachers and unskilled teachers in the knowledge of the English language were used to instruct and prepare secondary school

students for the school certificate exams in English. This, he believes, has greatly contributed to children failing the English Language examinations in secondary schools.,(Osagie, 2018).

Furthermore, beside the poor knowledge of English language by the teachers themselves, another fault found with the teacher that leads to failure of students in the English language is improper use of methods of teaching. It is obvious that successful teaching and learning take place when the right teaching methods are used by the teachers. Sa'ad, (2007), citing Ya'u (1997) was of the opinion that employing the appropriate method is always connected to the successful achievement of stated objectives in teaching and learning. When selecting a method of instruction, English language teachers occasionally fail to take the students' backgrounds, age, and topic into account. This has an impact on the students' level of learning. Therefore, it is evident that secondary school pupils' poor language acquisition is a result of teachers' incapacity to employ effective teaching techniques. Additionally, Mary, (2014), discovered that teachers, despite their agreement that they understood the curriculum sufficiently, found it challenging to fulfill it due to the limited number of weekly class sessions, etc.

The nature of the environment where teaching and learning take place has also been observed to be a contributive factor to why students fail English language. Oribabor,(2006), was of this stance when he wrote that even the environment in the fortress of learning is unsuitable for studying and learning English. Studying is less preferable in a setting where kidnapping and holding individuals as ransom for money are commonplace and are seen as successful businesses. Even in a classroom setting, there are no instructional tools to help with English language study, no seasonal textbooks, and the library's volumes are out-of-date because there is no room for new additions. The school's hostile climate does not provide enough security for study. How can effective learning occur in a society with inadequate security, where innocent people are often kidnapped, bombed, and killed everywhere including in the street, churches, and mosques? English study and learning cannot be successful in a setting where there is no peace but conflict, kidnapping, the murder of innocent people, bombing of schools, and suicide bombers barricading the entire arena of schools. It should be emphasized that the language that surrounds these pupils and competes with their effective acquisition and usage of English should also

be considered in the environment aspect. This view is seen in the observation Oribabor added to his statement above: When local indigenous languages are occasionally utilized in the classroom to teach pupils English, how are you supposed to expect them to communicate? A policy requiring the use of the local language for instruction in all subjects is now being developed in some primary and nursery schools. How do you think this might work?

Parents have also been blamed as a factor for student's failure in English. Among the parental factor is the fact that parents fail to give the needed moral support to their children. It was observed by Oribabor(2006), that students and children from dysfunctional households who lack the funds to eat, buy books, or buy clothes for school get unhappy and acquire inferiority complexes among their peers. According to statistics, students from united houses and well-off parents frequently perform much better in school than those from broken homes and poor parents. Students from lower socioeconomic classes frequently distance themselves from the wealthy, showing evidence of an inferiority complex by asking the children of the wealthy and affluent to lend them stuff.

Along with the fact that the Federal and State governments of Nigeria have been criticized by her citizens and international bodies for the dilapidation and disinterestedness in Nigeria's education, studies have also shown that government contributes highly to the deplorable condition faced by Nigerian education and its product, students. In a study conducted by Judith, Mingcai, Banenat and Nanbam, (2014), in the table showing the result of the study, 18.5% of the responders all concurred that the government is a significant contributor to this issue. Backing this up with clearer and specific areas where the government is making a contribution to this ongoing problem, is the report of the former head of service of the federation, Professor Oladapo A. Afolabi (cited in Judith,2014)thus, "... education in Nigeria is being jeopardized by policy somersault, constitutional malaise, politicization, poor funding, low student support, poor remuneration, low esteem for teaching profession, the perception that education is in the services and not the care sector of the economy, and other vagaries." In the same study, Judith referenced Mrs. Mulikatu Bello who connected the issue of students' poor performance with the government's failure to provide suitable facilities and equipment in schools, a shortage of qualified instructors, and a lack of a

conducive learning and teaching environment. Additionally, the country's educational policies are always changing, therefore it is important to properly promulgate, enforce, and educate the public about the law while also advocating against the evil that examination fraud represents.

Promotion of Students Irrespective of their Academic Achievement and Students' Academic Success

As generally understood, in the education field, knowledge, learning materials or school programmes are arranged to be learnt from the simplest to the more complex. This practice is done because the simpler knowledge serves as the foundation upon which the more complex ones are built. In the light of the above, a child who fails the programme for a lower class but promoted to a higher class may not really succeed in achieving well the academic knowledge meant for the present class. This is the position of proponents of grade retention policy and they feel that social promotion will consign children to falling even further behind their peers and that waiting

until students have achieved mastery of the material will better prepare them for more advanced work at the higher grades.,(Elizabeth and Peter, 2008).

In 2015, Eboatu and Ada conducted a study and their result supported this view to be effective. They looked at how repetition affected the academic performance of repeat students in JSS1 in 2005–2006 and how class repetition in JSS1 affected the academic performance of repeat students in JSS2 in the 2006–2007 sessions. Their findings were as follows: According to Table 1, 40 (27.59%) of the 145 students who were repeated were able to do better over the subsequent year, with scores ranging from 40 to 100%. The analysis of the results in Table 2 reveals that 70 (48.27%) of the cohort of 145 students who failed JSS1 in 2004/2005 and repeated JSS1 in 2005/2006 before moving to JSS2 in 2006/2007 improved their academic achievements by having scores ranging from 40 to 100%. However, 105 (representing 72.41%) of the repeaters were still unable to pass JSS1, even after repetition. This outcome supports the claims of educators and parents that repeated classes improve pupils' academic achievement. Their performance increased from 20.59% passing during their repeated year to 48.27% the next year (JSS2).

In view of the foregoing, widespread promotion of students regardless of their academic achievement—the opposite of repeated grades—will severely impact both their performance in lower grades and those in higher grades. As a result, this will affect how the entire programme turns out in the end.

Concept of Formative Assessment

Popham (2011), defined formative assessment as 'a process that involves the gathering and analysis of assessment-elicited evidence for the purpose of determining when and how to adjust instructional activities or learning tactics in order to achieve learning goals' (pg. 14). According to Catherine and Michael, formative assessment provides teachers and students with information about students' knowledge and on when timely adjustment is needed on the programme. These modifications aid in ensuring that students reach specific standards-based learning objectives within a predetermined time limit. Pre-assessment and continuous assessment are the two types of formative assessment that can be used to accomplish this goal.(ASCD,2012).

Pre-assessments are frequently completed or used prior to the start of a unit of study. They are never graded and are purely diagnostic. They can be used to assess students' readiness and teachers can use them to see what students already know, understand, and can do in relation to the upcoming learning. Teachers can also use them to see what prerequisite learning, if any, students may be missing or have a problem understanding. In order to create lessons that will inspire students and properly accommodate their learning preferences, teachers can also utilize them to evaluate students' interests and learning profiles. Continuous evaluation is the kind that takes place throughout the entire learning process at varied intervals. The goal of this sort of assessment is to ascertain the degree to which students are meeting the teacher's established learning objectives so that the curriculum, instruction, and final products can be changed to better support students' development.

Homework, tests, class discussions, and other forms of formative evaluation are used to get students ready for higher success in summative assessments, which are frequently the last step in a teaching program.

Importance of Formative Assessment

To ascertain if formative assessment enhances academic standards in the classroom, Black and Wiliam (1998) undertook a thorough evaluation of the literature. By comparing the average gains in test scores of the kids who participated in the innovation with the range of scores reported for typical groups of students on the same exams, they came to the conclusion that efforts to strengthen formative assessment create considerable learning benefits. Effect sizes varied from .4 to .7, while it reflected that formative evaluation benefits low-achievers, especially those with learning difficulties, more than it benefits other students (Black and Wiliam, 1998b).

Learners are guided to adopt and carry out the appropriate activities to achieve the objective by feedback provided as part of formative assessment, which helps them become aware of any gaps between their intended goal and their existing knowledge, understanding, or ability (Ramaprasad, 1983; Sadler, 1989).

The best kind of feedback for 'tests and homework' includes detailed observations of errors and recommendations for development, and it

motivates students to pay close attention to understanding the task at hand rather than just focusing on getting the right answer (Bangert-Drowns, Kulick, & Morgan, 1991; Elawar & Corno, 1985). Because it emphasizes that kids can develop as a result of effort rather than being doomed to low accomplishment owing to some presumed lack of natural talent, this type of feedback may be especially beneficial to lower achieving students.

Students are given feedback on their progress through formative tests so they can actively monitor and modify their own learning. This further enables our pupils to connect with their academic objectives.

Formative assessments enable us to modify and improve education depending on findings, which will immediately assist our students' learning.

The Level of Teachers' Practice of Formative Assessment

According to studies, teachers only occasionally use formative assessment. In a study by ODO (2017), the results to one of his research questions concerning ten different formative assessment techniques were analyzed, including: 1. use class exercises to assess my students; 2. use discussion technique; 3. use oral quizzes to assess my students; 4. use observation

techniques to assess my students; 5. have my students complete a self-evaluation; and 6. use questioning techniques to assess my students; 7. ask my student to stand in front of the class and explain what he or she has learned; 8. involve my students in peer assessment; 9. use oral presentations to assess my students; and 10. invite parents and external bodies and engage my students to tutor the audience in a particular topic demonstrated that items 4 and 6 of the respondents have mean ratings within the range of 2.50 to 3.49 set as the criterion for acceptance. This indicates that both educators concur that they evaluate their pupils during teaching by using strategies like observation and questioning.

The table also shows that on the four-point rating system, items 1, 2, 3, 5, 7, 8, and 10 had mean ratings that were less than 2.50. This means that teachers, regardless of their level of experience, do not evaluate their students using in-class activities, discussion techniques, oral quizzes, self-assessments, asking students to stand in front of the class and explain what they have learned, peer assessments, oral questions, and inviting parents or other external bodies to have the students tutor them on a particular topic. Regardless of their level of teaching experience, instructors' use of formative

assessment in the classroom is very inadequate, as seen by the overall cluster averages of 1.94, 1.92, and 1.92 with standard deviations of 0.22, 0.23, and 0.23 correspondingly.

Ikwueze, (2012) opined that Many teachers mistakenly believe that formative assessment entails assessing students repeatedly or continuously. Thus, the only tool teachers have to evaluate the academic progress of their students is testing. Most classrooms conduct assessments at the conclusion of instruction to determine which students have achieved the lesson's goal. In order to recognize students' challenges or potential misconceptions and address them by modifying their methods, teachers do not test students while they are in the classroom. Therefore, it is possible for most kids to develop incorrect conceptions (about the subject and or topics) that are not caught in time, like in English. Children's pronunciation and grammar mistakes are not addressed, which has an impact on how well they will subsequently acquire fundamental language abilities. During his teaching practice program, the researcher also noticed that homework assignments frequently go unmarked by teachers, preventing kids from receiving comments that could help them improve their knowledge and learning. When he observed that teachers

overlooked the most beneficial sort of feedback, which is delivering detailed comments about problems and explicit ideas for development, Ikwueze (2012) also noted a similar circumstance. This supports the claim made by Black and William (1998b) that efforts to identify students' difficulties and offer helpful counsel are not prioritized enough while grades are overemphasized. Feedback must elicit thought in order to be useful (Marshall & William, 2004).

Summary of Review of Related Literature

The literature review has revealed that English is the language spoken by English people otherwise known as the native speakers of the language and that by virtue of its exposure to countries in the world it now being regarded as language of the world and used in areas like businesses, education, media, international relations and many countries' (such as Nigeria) Lingua Franca(the official generally accepted language of communication in a country with diverse languages).

Having covered large area of work done on the causes of students' failure in English language, the literature review reveals that all the stake holders—

students, teachers, government, parents— as well as other factors like influence of mother tongue, the nature of the environment where learning is taking place are contributive factors to this problem. The literature review shows that the students factor include students' attitude to academic work and to English language specifically, laziness, reliance on examination malpractice, hatred for the subject, too much time spent watching movies, regular use of social media, use of chatty language, irregular preparation for examinations, poor reading culture, illegible handwriting, irregular class attendance by students; teachers factor include lack of qualified English language teachers, uninteresting teaching style, inappropriate teaching method, lack of knowledge of how to use instructional materials, lack of time management and classrooms organisation skills and some teachers are poorly trained.

For the government, the review reveals that the government fails to provide necessary learning facilities and equipment, low remuneration, incessant change in educational policy and policy somersault, constitutional malaise, politicization, poor funding, low student support; while parental factor was identified to include lack of moral support, lack of financial support such as

money for textbooks and notebooks, money for feeding and broken homes trouble students success in English language.

Finally, the review look into the meaning and relevance of formative assessment as well as the level at which it is practised by teachers, and the advantage of making appropriate decisions based on students' academic achievement such as making a child repeat a particular grade if he or she fails to meet the academic achievement required of students to be promoted.

Despite the numerous factors identified by the available works reviewed by the researcher, the review showed that no work had studied whether lack of regular formative assessment and promotion of students irrespective of whether they fail a particular grade also contribute to students failure in English language in Oredo Local Government Area. This therefore forms the concern of this study.

CHAPTER THREE

METHODOLOGY

This chapter discusses the procedures that will be adopted to carry out the study. These procedures are presented under the following subheadings:

- Research Design
- Population of the Study
- Sampling and Sampling Technique
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Research Design

The survey research design was adopted for the study, because it was considered appropriate and suitable since the focus of the study is to examine the causes (factors responsible) of students' failure in English

language in secondary schools in Oredo Local Government Area. The survey research involves studying a group of people considered to be a true representative of an entire group or population of interest through the data collected about them by using data-collecting instruments like questionnaires or interviews.

Population of the Study

The population of the study was five public schools in Oredo Local Government Area.

SN	Names of Schools	Population of SS1	Population of SS2	Population of SS3	Total
1	Edo College	170	156	113	439
2	Edokpolor Grammar School	355	328	111	794
3	Emotan College	275	183	190	648
4	Idia Girls College	850	900	340	2,090
5	Imaguero College	373	312	110	795
Total					4,766

Sample and Sampling Technique

The sample size of the study is 100 students who were selected from the above selected public secondary schools in Oredo Local Government Area. The researcher adopts the convenient sampling technique to select the sample for the study. The Convenient sampling technique is the type of sampling technique that allows the researcher to select from the general population, members that make up the sample base on what the researcher can easily and conveniently reach, pick and consider appropriate for the study.

Table 1: Distribution of Sample, Sampling Technique and Sample Sizes of Students among Selected Secondary Schools in Oredo Local Government Area.

SN	Names of Schools	Total Number Sampled
1	Edo College	15
2	Edokpolor Grammar School	20
3	Emotan College	20
4	Idia Girls College	25
5	Imaguero College	20
Total		100

Research Instrument

The use of properly structured questionnaires was used as the instrument for the collection of data for the study. It is divided into two parts; while the first part contains items that focus on collecting the demographic information (age, sex etc), the second part contains items that are structured to elicit information relevant to the focus of the study. A four-point scale of

agreement with the items (statements) is taken to be used to measure the responses of the respondents to the items on the instrument (questionnaire).

The scale is given below:

SA – Strongly Agree

A– Agree

D–Disagree

SD – Strongly Disagree

Validity of the Instrument

The face and content validation method of validity check was used to check the validity of the instrument by the project supervisor along with other experts in the field. Their modifications and corrections done on a few items in the instrument based on their observation and suggestions was adopted in the final draft copy.

Reliability of the Instrument

In an attempt to establish the reliability of the instrument, a trial testing was done through the use of split-half method. Twenty (20) questionnaires were given out to teachers and WAEC students of Secondary Schools in Benin City. The scores were analyzed using Crombach's Alpha reliability coefficient. The coefficient of 0.75 was obtained indicating that the instrument was reliable.

Method of Data Collection

The researcher distributed twenty (20) questionnaires to twenty students in each of the five schools he visits, after he has sought permission from the principal of each of the schools. The questionnaires were completely filled by each respondent and given back to the researcher on the spot. A total of 100 questionnaires was given out to the same number of respondents, and successfully retrieved by the researcher for the conduct of the study.

Method of Data Analysis

The statistical tools used for the analysis of the data collected to answer the research questions of the study raised are Mean, standard deviation, Frequency count, and simple Percentages. The decision point was pegged at the Mean rating of 2.50; the ones below that mark are considered as 'disagreed', while those at that point and above are deemed as 'agreed'.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter presents computation and analysis of data gathered through the use of the questionnaire distributed to the respondents. It also has the discussion of findings.

Presentation of bio-data information

Table 1: Socio-Demographic Data of Respondents (n = 100)

Variables	SEX	Frequency	Percentage (%)
Sex	Male	47	47.0
	Female	53	53.0
Age			
	10-15	56	56
	16-20	30	30
	21-25	14	14

Source: Field Survey, 2022

Table 1 showed the socio-demographic characteristics of respondents. It was observed that 47% of the respondents were male while 53% female. Also among the participants, the age 10-15 were 56%, 16-20 were 30%, while those who were 21-25 constituted 14% This means that the majority of the participants were 10-15 years of age.

Analysis of the Results

Research Question One: What are the factors responsible for student's failure in English language in secondary schools?

Table 2: Mean and standard deviation showing Factors Responsible for Students' Failure in English Language

S/N	ITEMS	N	\bar{x}	SD	REMARK
1	Lack of instructional media in my school affect my effective learning and achievement in English Language	100	2.60	.550	High Extent
2	When I don't get money from my parents to buy the necessary learning materials for English lessons, it can affect my achievement in the English language.	100	2.51	.849	High Extent
3	If my teacher did not study English in school, it will affect my performance in the English language.	100	2.80	.823	High Extent
4	Some students believe that English is not a difficult subject like mathematics and other science subject, so they can read and pass it on their own even without wasting time listening to the teacher	100	2.62	.640	High Extent
5	If teachers of English are not motivated by regular payment of salaries, it can affect the quality of teaching they deliver and this can affect students' success in English	100	2.95	1.01	High Extent
6	Too much time spent on social media rather than studying can negatively affect students' success in English	100	2.70	.982	High Extent
Cluster			2.69	0.713 8	High Extent

Note: SD (Standard Deviation), N (Sample Size)
Source: Computed from Field Work (2022)

Significant Score > 2.50

In response to research question one, Table 2 shows that the respondents agreed to item 1 to 6 with a mean rating ranging from 2.51 to 2.95 while the standard deviation also ranges from .550 to 1.01. With these results, the above mean score shows the factors responsible for student's failure in English language in secondary schools

Research Question 2: What is the state of formative assessment of students on English language lessons by teachers of English language in secondary schools in Oredo Local Government Area?

Table 3: Mean and standard deviation showing the Level of Formative Assessment of Students on English Language by English Language Teachers

S/N	ITEMS	N	\bar{x}	SD	REMARK
1	My teacher does not always ask us questions based on what he teaches every day to be sure we have learnt it before he leaves the class	100	2.29	.910	Low Extent
2	Whenever my teacher asks me a question based on what he has explained in class and I answer wrongly, he does not explain again, but simply ask another student	100	2.37	.734	Low Extent
3	My English teacher does not regularly give us class work to check if we have properly learnt what he taught in the class	100	2.28	.783	Low Extent
4	My teacher does not regularly give us homework at the end of each lesson	100	2.47	.745	Low Extent
5	My teacher does not have time to check my notes for correction of wrong spellings	100	2.40	.810	Low Extent
6	My English teacher does not regularly remember to ask us to submit our homework for marking	100	2.11	.901	Low Extent
Cluster			2.35	0.81	Low Extent
			0	3	

Note: SD (Standard Deviation), N (Sample Size) **Significant Score \leq 2.50**
Source: Computed from Field Work (2022)

In response to research question two, Table 3 shows that the respondents rated item one to six as Low Extent with a mean rating ranging

from 2.11 to 2.47 while the standard deviation also ranges from .734 to .910.

With these results, the above mean score shows that the state of formative assessment of students on English language lessons by teachers of English language in secondary schools in Oredo Local Government Area is to a low extent

Research Question Three: Does lack of proper formative assessment contributes to Students' failure in English language in secondary schools?

Table 4: Mean and standard deviation showing the Relationship between Lack of Proper Formative Assessment and Students' Failure in English Language

S/N	ITEMS	N	\bar{x}	SD	
1	If my English teacher doesn't mark my English homework, it can affect my performance in English because I wouldn't know if what I have answered is correct or not	100	3.41	.637	High Extent
2	If the teacher doesn't mark my homework for me to know if my answer is correct or not, it is possible I will repeat my answer in the exam if I see the same question in my exam	100	2.98	.659	High Extent
3	Students can misunderstand a taught English topic if the teacher fails to ask questions to check their understanding at the end of the lesson, and this can affect their performance in English	100	2.92	.723	High Extent
4	When my English teacher fails to provide corrections to the homework questions I answered wrongly, it can affect my success in English.	100	3.15	.922	High Extent
5	If the teacher doesn't ask me question to check if my understanding of what he taught is correct or not, I simply believe my understanding is correct and use it in the exam	100	2.69	.682	High Extent
6	When teachers fail to check through students' notes for wrong spelling of words student can repeat these words wrongly spelt in the exam, and this can affect their performance in English	100	2.66	.880	High Extent
Cluster			3.02	0.77	High Extent
			1	6	

Note: SD (Standard Deviation), N (Sample Size) **Significant Score > 2.50**
Source: Computed from Field Work (2022)

In response to research question three, Table 4 shows that the respondents rated item one to six as agreed with a mean rating ranging from

2.69 to 3.41 while the standard deviation also ranges from .637 to .922.

With these results, the above mean score shows that lack of proper formative assessment contributes to Students' failure in English language in secondary schools is to a high extent

Research Question four: Does lack of appropriate decision based on students' academic achievement such as promoting a student even while he failed a particular class affect student's success in English language in secondary schools?

Table 5: Mean and standard deviation showing the Relationship between Promotion of Failed Students and Failure in English Language

S/N	ITEMS	\bar{x}	SD	REMARK
1	I will find it hard to understand an English lesson topic at a higher class if I did not learn the basics of that topic taught at lower class and this can affect my performance in English	2.98	.943	High Extent
2	Promotion to a higher class despite students' failure in English in lower class can negatively affect how well they do in English language in higher classes.	2.95	.554	High Extent
3	Promotion of students even when they fail English language in a lower class can discourage them about working hard to learn the subject effectively	2.72	.586	High Extent
4	Promotion of students from a lower class to a higher class despite failure in English can lead them to repeat the same errors made at the lower class and this can affect their performance in English negatively.	2.61	.767	High Extent
Cluster		3.02	0.776	High Extent
		1		

Note: SD (Standard Deviation), N (Sample Size)
2.50

Significant Score >
Source: Computed from Field Work (2022)

In response to research question four, Table 5 shows that the respondents rated item one to four as agreed with a mean rating ranging from 2.52 to 2.98 while the standard deviation also ranges from .554 to .943. With these results, the above mean score shows that lack of appropriate decision based on students' academic achievement such as promoting a student even while he failed a particular class affect student's success in English language in secondary schools is to a high extent

Discussions of Findings

The findings of this study were discussed with respect to the research purpose earlier raised in the study.

From research question one, the study revealed that the factors responsible for students' failure in English language in secondary schools are Lack of instructional media, lack of money from parents to buy the necessary learning materials for English lessons, teacher not studying English in school, students believe that English is not a difficult subject like mathematics, teachers of English are not motivated by regular payment of salaries and Too much time spent on social media rather than studying. This finding is in line with Kendra and Cherry, (2021), who claimed that the

students' bad study habits, weak and negative attitudes toward the topic, their distaste for the subject, the English language, and their dependence on examination malpractices were to blame for their failure in English.

The analyses from research question two shows that the state of formative assessment of students on English language lessons by teachers of English language in secondary schools in Oredo Local Government Area is to a low extent. And this finding is in correlation with Ikwueze, (2012) who opined that many teachers mistakenly believe that formative assessment entails assessing students repeatedly or continuously. Thus, the only tool teachers have to evaluate the academic progress of their students is testing. Most classrooms conduct assessments at the conclusion of instruction to determine which students have achieved the lesson's goal. In order to recognize students' challenges or potential misconceptions and address them by modifying their methods, teachers do not test students while they are in the classroom. Therefore, it is possible for most kids to develop incorrect conceptions that are not caught in time, like in English.

The data analyses from research question three indicated that lack of proper formative assessment contributes to Students' failure in English language in secondary schools to a high extent and this is in affiliation with Wendy and Heather (2014), who discovered that many teachers use boring instructional methods. There were few or no activities created to pique and maintain students' interest in the lesson; teachers had little ability to organize their classrooms; some teachers gave unclear instructions that made it difficult for students to understand; teachers did not put much effort into lesson preparation; and teachers' limited use of teaching resources and technology hindered students' success in learning English.

Finally, the findings from the study in research question four shows that lack of appropriate decision based on students' academic achievement such as promoting a student even while he failed a particular class affect student's success in English language in secondary schools is to a high extent and this is in connection with the study of Eboatu and Ada (2014) who conducted a study and their result supported this view to be effective. They came to the conclusion that the opposite of repeated grade, which is mass promotion of students regardless of their academic achievement, will

not only adversely affect their achievement in a lower grade but also the one above it. They studied the effects of repetition on the academic achievement of the repeated students in their repeated JSS1 in 2005/2006 and the effect of the class repetition in JSS1 on the academic achievement of the repeated students in their repeated JSS2 in 2006/2007 session. As a result, this will affect how the entire programme turns out in the end.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

The summary of finding made in this study, conclusion reached and recommendations made are presented under this chapter

Summary

The study focused on The Factors Responsible for the Failure of Students in the English Language in Oredo Local Government Area, Benin City, Edo State. To guild the study four research questions and purpose of study were raised to answer the major purpose why the study is being undertaken.

Several journal and books by different authors were used in the review of literature pertaining to the Failure of Students in the English Language. Questionnaires were used as the research instrument in conducting the research while the information was collected from one hundred (100) accessible respondents for the study. The data collected was analyzed using simple percentage, means, standard deviation.

Findings

The following findings were attained from the study:

The study revealed that the factors responsible for student's failure in English language in secondary schools are Lack of instructional media, lack of money from parents to buy the necessary learning materials for English lessons, many teachers of English Language not studying English in school, students believe that English is not a difficult subject like mathematics and so they can study and pass it on their own, teachers of English are not motivated by regular payment of salaries and Too much time spent on social media rather than studying.

The study also shows that the state of formative assessment of students on English language lessons by teachers of English language in secondary schools in Oredo Local Government Area is to a low extent and that lack of proper formative assessment contributes to Students' failure in English language in secondary schools is to a high extent

Finally, the findings from the study shows that lack of appropriate decision based on students' academic achievement such as promoting a

student even while he failed a particular class affect students' success in English language in secondary schools to a high extent

Conclusion

Based on the findings of the study, the following conclusions were reached by the researcher:

The study concludes that the factors responsible for student's failure in English language in secondary schools are Lack of instructional media, lack of money from parents to buy the necessary learning materials for English lessons, teacher not studying English in school, students believe that English is not a difficult subject like mathematics, teachers of English are not motivated by regular payment of salaries and Too much time spent on social media rather than studying.

The study also concludes that the state of formative assessment of students on English language lessons by teachers of English language in secondary schools in Oredo Local Government Area is to a low extent and that lack of proper formative assessment contributes to students' failure in English language in secondary schools to a high extent

Finally, the study concludes that lack of appropriate decision based on students' academic achievement such as promoting a student even while he failed a particular class affect student's success in English language in secondary schools to a high extent.

Recommendations

Based on the findings and conclusions derived from the study, the following recommendations were made:

1. In order to meet educational objectives in English Language, instructional aid and training of teachers to effectively use them to deliver their English lessons should be provided for schools, government and school heads should ensure only teachers with sound training in English are saddled with the responsibility of teaching it and government should help the situation by paying teachers' salaries on time to facilitate teachers' proper delivery of teaching service to students.
2. Students should prioritise their academic success over the fun of social media and endeavor to develop and maintain good study habits.

3. Teachers should be regularly reminded of the relevance of formative assessment to the attainment of educational objectives, and be seriously encouraged to keep up the practice.
4. Regular school and teaching supervision should seriously be done to ensure teachers are regularly practising formative assessment.
5. School heads (principals) should practice regular checking of students' English notebooks to be sure teachers are regularly giving students feedback on English homework
6. The reverse of repeated grade which is mass promotion of students irrespective of their academic achievement will not only negatively affect their achievement in a higher grade but also the on competence in the English Language as a subject. This will therefore reflect on the final results of the entire programme. Therefore, the researcher recommends that the practice should be discouraged, and a separate programme during holiday should be set up by schools to ensure students who fail English language are taught again and take another exam to ensure they pass and not promoted even with failure.

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Appendix
DEPARTMENT OF EDUCATIONAL FOUNDATIONS (DEF)
FACULTY OF EDUCATION
UNIVERSITY OF BENIN
BENIN CITY
FACTORS RESPONSIBLE FOR STUDENTS' FAILURE IN
ENGLISH LANGUAGE

QUESTIONNAIRE

Dear Respondent,

My name is Femi Philip GODWIN, I am a 400 level student of Education and English Language and Literature, Department of Educational Foundations (DEF), University of Benin, Benin City, Edo State. I am conducting a research study on **The Factors Responsible for the Failure of Students in the English Language in Oredo Local Government Area, Benin City, Edo State.**

The study is purely academic, any information you provide as responses to the items on the questionnaire will be treated with confidentiality and will be used only for the purpose of the study.

SECTION A:

DEMOGRAPHIC INFORMATION

INSTRUCTION: Please tick (✓) appropriately the ones that apply to you.

Sex: Male () Female()

Age: 10-15 years () 16-20 years ()

21-25 years ()

SECTION B

Instruction: Tick (✓) any of the columns under the following

Keys: **SA**= Strongly Agree, **A**=Agree, **D**=Disagree or **SD**=Strongly Disagree

No	Factors Responsible for Students' Failure in English Language	SA	A	D	SD
1	Lack of instructional media in my school affect my effective learning and achievement in English Language				
2	When I don't get money from my parents to buy the necessary learning materials for English lessons, it can affect my achievement in the English language.				
3	If my teacher did not study English in school, it will affect my performance in the English language.				
4	Some students believe that English is not a difficult subject like mathematics and other science subject, so they can read and pass it on their own even without wasting time listening to the teacher				
5	If teachers of English are not motivated by regular payment of salaries, it can affect the quality of teaching they deliver and this can affect students' success in English				
6	Too much time spent on social media rather than studying can negatively affect students' success in English				

	Level of Formative Assessment of Students on English Language by English Language Teachers	SA	A	D	SD
7	My teacher does not always ask us questions based on what he teaches everyday to be sure we have learnt it before he leaves the class				
8	Whenever my teacher asks me a question based on what he has explained in class and I answer wrongly, he does not				

	explain again, but simply ask another student				
9	My English teacher does not regularly give us class work to check if we have properly learnt what he taught in the class				
10	My teacher does not regularly give us homework at the end of each lesson				
11	My teacher does not have time to check my notes for correction of wrong spellings				
12	My English teacher does not regularly remember to ask us to submit our homework for marking				

	Relationship between Lack of Proper Formative Assessment and Students' Failure in English Language.	SA	A	D	SD
13	If my English teacher doesn't mark my English homework, it can affect my performance in English because I wouldn't know if what I have answered is correct or not				
14	If the teacher doesn't mark my homework for me to know if my answer is correct or not, it is possible I will repeat my answer in the exam if I see the same question in my exam				
15	Students can misunderstand a taught English topic if the teacher fails to ask questions to check their understanding at the end of the lesson, and this can affect their performance in English				
16	When my English teacher fails to provide corrections to the homework questions I answered wrongly, it can affect my success in English.				
17	If the teacher doesn't ask me question to check if my understanding of what he taught is correct or not, I simply believe my understanding is correct and use it in the exam				

18	When teachers fail to check through students' notes for wrong spelling of words student can repeat these words wrongly spelt in the exam, and this can affect their performance in English				
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	Relationship between Promotion of Failed Students and Failure in English Language	SA	A	D	SD
19	I will find it hard to understand an English lesson topic at a higher class if I did not learn the basics of that topic taught at lower class and this can affect my performance in English				
20	Promotion to a higher class despite students' failure in English in lower class can negatively affect how well they do in English language in higher classes.				
21	Promotion of students even when they fail English language in a lower class can discourage them about working hard to learn the subject effectively				
22	Promotion of students from a lower class to a higher class despite failure in English can lead them to repeat the same errors made at the lower class and this can affect their performance in English negatively.				