

ASSessment of Factors Influencing Teaching and Learning of English Language in Senior Secondary Schools in Kaduna South Senatorial Zone, Nigeria

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ABSTRACT

This study assessed the factors influencing teaching and learning of English language in senior secondary schools of Kaduna South Senatorial Zone Nigeria. The study adopted descriptive survey as a research design. The population of the study comprised 430 teachers and 13 128 students from a total of 40 secondary schools in Kaduna Southern Senatorial district of the State. Multistage random sampling strategy was adopted to select 80 teachers and 320 students from 20 schools in Kaduna South Senatorial district of Kaduna State that responded to questionnaire designed by the researchers. The instrument used for data gathering was Factors Influencing Teaching and Learning of English Language

Introduction:

Language is the most frequently used and the most highly developed form of human communication. Through language, people interact, share ideas and express their feelings. Without language, man would be incapable of a sustained and result oriented thinking (Njoku, 2017). Education is unarguably an essential instrument for change and human development. At different levels of schooling in formal education, students are equipped with life-long knowledge and skills that

Questionnaire (FITLELQ) which was validated for the exercise and established a logical index of 0.77 for rational consensus of experts and reliability of 0.84 using Cronbach coefficient Alpha method of estimating reliability to compute coefficient of internal consistency. Descriptive statistics (absolute and relative frequencies) was used to summarize data related to providing answers to the research questions. While Chi-square statistics was used to test the null hypotheses at 0.05 level of significance. Findings indicated that there is a significant influence of school learning environment, teaching methods and instructional resources as a factors on teaching and learning of English language in Senior Secondary Schools. It was concluded that that the school learning environment, teaching methods and instructional resources have a significant influence the teaching and learning of English language. The study recommended the following among others that a conducive school learning environment which consists of adequate chairs and desks and good lightening system should be provided in senior secondary schools in order to facilitate effective teaching and learning of English language, and teachers of English language should be sensitized through workshops and seminars on the need to be creative in their use of teaching methods in order to enhance effective teaching and learning.

Keywords: Assessment, English Language, Factors, Influence, Teaching and Learning

Would enable them realize their full potentials as human beings. However, all forms of education (formal, informal and non-formal) are realized through language; hence, language and education are inseparable. English language determines the social status of an individual in Nigeria. It ensures an individual's social mobility. It is an indispensable requirement for anyone to rise in the Nigerian society. It is the language of unity, given the multilingual and multicultural nature of the Nigerian society, with the three major languages- Igbo, Yoruba and Hausa contending for priority attention.

English, apart from being the language of instruction in Nigeria, is also a school subject. English teaches the ability that underlies the learning of all other school subjects. It is a foundation subject, the medium through which other subjects are learnt. The importance of language to man is great. Language is one of man's most remarkable attributes. It is an absolute precondition for nearly all our social life, and it is the medium in which most organized thought and communication proceed. Language is so important in teaching and learning process such that the Nigerian government appreciates it as a means for promoting social interaction and national cohesion (FRN, 2014). The hopes of every country of the world to develop human capital for effective functioning of the society are hinged on education, being an instrument of change. However, this can only be achieved through purposeful and qualitative education for the citizens. In spite of the noble objectives of senior secondary schools (SS2) English language, the academic achievements of students at the external examination has been on a steady decline over the years in Kaduna South Senatorial Zone. An online article published on 6th January, 2019 by News desk showed that the falling standard of education as exemplified by the falling performance of students at various examinations is alarming. This is leaving many stakeholders in the sector to wonder about the future of education in the country as well as the place of Nigeria in the 21st century when competitors among countries will not be defined based on endowment of natural resources alone but more importantly on the competitiveness of their human capital (David cited in Odumah, 2009).

This is evident in the dismal academic achievement shown that recorded in English language by students who wrote the year 2018 West Africa Examination Council (WEAC) conducted for SS III only 24.94 per cent, obtained credit pass in English language. The result, when compared to that of the previous two years, shows a marginal decline in the performance of candidates. The poor academic achievement of senior secondary schools English language students in Kaduna South Senatorial Zone could be attributed to their inability to interpret written language and answer comprehension questions in their own words. Obanya (2003) also agreed with the above where he said that students can do well in English language examination if only they can be able to answer the questions in their own words and avoid needless lifting which results vague answers.

The teaching and learning of students in English language has been found to be strongly associated with factors such as home, learning environment, teachers' teaching styles and methods, instructional resources, students' interest, family, schools, society, motivation factors and investments in resources that promote learning such as quality child care, educational materials and excursion to education resources (Aremu, 2003). These ugly situations have made some young school students to drop out of school and engage in subsistence life by becoming house-helpers or engaging in other menial jobs to support their academic pursuit.

The nature of the school learning environment is a key factor affecting the teaching and learning of English language. The school environment refers to factors within the school that influence the teaching-learning process. The school environment includes classrooms, library, teachers' quality, teaching methods, peers, among others variables that can affect the teaching-learning process (Ajayi, 2001). The teaching and learning of English language can only be enhanced if the school environment provides to the learners and the teachers what is required and conducive. It is believed that a well planned school will gear up expected outcomes of education that will facilitate good social, political and economic emancipation, effective teaching-learning process and academic performance of students.

Relating this study to international occurrences are the assertions of Adeyemi (2007) which reported that safe and orderly classroom environment and school facilities were significantly related to teaching and learning. Therefore, unless schools are adequately provided with a conducive learning environment, teaching and learning may not be enhanced. A conducive learning environment is an atmosphere that is comfortable and pleasure. Pleasure in this case is far from sound and noise that can obstruct from concentrating during lessons. Pleasure means a learning atmosphere that is joyful and enthusiastic. Learning atmosphere is far away from the stresses and specific targets to students who are learning (Udo, 2013). The learning process can run effectively if learning environment supports the learning process. To create an effective and

conducive learning environment, teachers must be smart to manage the classroom with empowering the potency of classroom and facilities that are available actively and efficiently.

Also, the teaching methods adopted by English language can also affect the teaching and learning of the subject. The education world is known for various methods of learning. Without a learning method, learning will not be effective. Therefore, for the learning process to operate smoothly, effective learning methods are required. Every teacher must adopt an appropriate method for passing instruction to students. However, all learners cannot receive the teacher's method. Therefore, teachers must master the methods of teaching and adopt the one that is appropriate for all the learners. Learning method are of various types namely: lecture, question and answer method, discussion method, administration task method (recitation), demonstration method, drill method (training), socio-drama and role method, group work method, problem solving method (problem-solving), travel work method, and many new emerging methods (Sudjana, 2010). The appropriate use of these teaching methods by teachers will enhance teaching and learning during classroom instruction.

Instructional materials are a major component in the process of teaching and learning and textbooks are often the most cost effective means of improving teaching and learning of English language. Instructional resources are print and non-print items that are rested to impact information to students in the educational process. Instructional resources include items such as: textbooks, magazines, newspapers, charts, pictures, models of instruction, real objects, visual and audio-visual aids. Instructional materials play a very important role in the teaching and learning process. It enhances the memory level of the students. Raw (2006) state that at this time that education has spread wide and entirely, oral teaching cannot be the key to successful pedagogy; therefore the teacher has to use instructional materials to make teaching and learning process interesting.

According to Abdullahi (2010) instructional resources are tools locally made or imported that help to facilitate the teaching/learning process. The use of instructional materials can enhance the learning achievement. Cronbach (2009) states the important elements of behaviour that provides the base for learning theory situation which consists of all the objects, persons and symbols in the learning environment. The use of instructional resources helps in enhancing the teaching and learning of English language. Baldeh (2004) summarized the role of instructional resources as follows: it promotes meaningful communication and effective learning, they ensure better retention, thus making learning more permanent, they help to overcome the limited classroom by making the inaccessible accessible and they provide a common experience upon which learning can be developed. As important as instructional resources may be in enhancing teaching and learning, its use may not yield desirable outcomes in terms of student learning if the learning interest of learners is not put into consideration. The rationale for the choice of English language in this study is based on the fact that it is one of the compulsory subjects studied at SS level in Nigeria and Kaduna South in particular.

A number of studies have been carried out by various researchers that are related to factors influencing teaching and learning of English language in senior secondary schools, Eboigbe (2019) revealed that class size, learning environment, teacher qualification and teaching methods have a significant effect on the teaching and learning of English language; Adelodun and Asiru (2015) revealed that there is a significant relationship between the use of audio, visual and audiovisual materials and performance of high-achieving students in English Language ($r = .067$, $N = 50$, $P > .05$); Usman and Kabir (2015) showed there is an unconduciveness of teaching and learning environment in students' schools. Also, the quality of teachers is yet another factor in teaching and learning English, as we observed most of the teachers are not adequate qualified and fully trained to teach English language with applicable and different teaching methods and adequate and modern teaching material/aid are not yet provided in most of the schools, however, insufficient of such facilities do greatly hamper teaching and

learning English. Similarly, Alaba (2014) showed that pupils that were exposed to Adaptive Interactive Cartoon Animation performed significantly better than those taught English Language using the traditional method ($t= 14.67$, $df= 198$, $p<0.05$). In addition, the use of Adaptive Interactive Cartoon Animation significantly enhanced pupils attitudes towards English Language ($t = 8.47$, $df = 198$ $P<0.05$). However, Nsa, Ikot and Udo (2013) indicated that there was a significant difference between the performance of students taught with instructional chart and those without and there was significant difference between the academic performance of students taught with instructional pictures and those taught without it among other findings. From the past several studies reviewed, it was revealed that much has been done on the factors affecting the teaching and learning of English language in schools. The review so far had in common noted issues which influenced academic performance among students in schools were environmental factors, teaching methods and instructional resources.

Statement of the Problem

English language is one of the core and compulsory subjects in the curriculum of all secondary schools in Nigeria. It is a pre-requisite for obtaining admission into higher institutions in Nigeria. In the course of teaching and learning the subject, there are tendencies that the teacher confront some difficulties since the subject is neither the learners' nor the teachers' first language. The deteriorating state of educational system is quite worrisome. One of the major problems confronting English language in Nigeria and Kaduna South in particular, is the low academic performance of SS students in standardized examinations. According to WEAC and NECO (2014-2018) less than 36 percent of the students who sat for WEAC in Kaduna South in the last four years (2014-2018) passed English language at credit level. This has posed great concern to many education stakeholders over the years.

Despite the huge financial resources being invested annually on secondary education, the teaching and learning of English language has not produced

the desired learning outcomes. Though low performance of the secondary school students in English language may be associated with factors such as learning environment, teachers' teaching methods, instructional resources and investments in resources that promote learning such as quality child care, educational materials and excursion to education resources but the extent to which those factors affect their performance in English language is not certain. This study therefore, assessed factors influencing teaching and learning of English language in senior secondary schools of Kaduna South Senatorial Zone Nigeria.

Research Questions

The following research questions were raised to guide the study:

1. To what extent does classroom learning environment influence teaching and learning of English language in Senior Secondary Schools in Kaduna South?
2. To what extent does teaching methods influence teaching and learning of English language in Senior Secondary Schools in Kaduna South?
3. To what extent does instructional resources influence teaching and learning of English language in Senior Secondary Schools in Kaduna South?

Statement of the Hypotheses

The followings hypotheses formulated were tested at 0.05 level of significance:

1. There is no significant influence of school learning environment as a factor influencing teaching and learning of English language in Senior Secondary Schools in Kaduna South.
2. There is no significant influence of teaching methods on teaching and learning of English language in Senior Secondary Schools in Kaduna South.
3. There is no significant influence of instructional resources on teaching and learning of English language in Senior Secondary Schools in Kaduna South.

Methodology

This study assessed factors influencing teaching and learning of English language in senior secondary schools of Kaduna South Senatorial Zone Nigeria. The study adopted descriptive survey as a research design. The population of the study comprised 430 teachers and 13 128 students from a total of 40 secondary schools spread across 5 Local Government Areas (Jema'a, Kaura, Sanga, Jaba and Zango Kataf) of Kaduna Southern Senatorial district of the State. Multistage random sampling strategy was adopted to select 80 teachers and 320 students from 20 schools, 4 schools each of the 5 Local Government Areas of Kaduna South Senatorial district of Kaduna State that responded to questionnaire designed by the researchers. The instrument used for data gathering was Factors Influencing Teaching and Learning of English Language Questionnaire (FITLELQ) which was validated for the exercise. The researchers established a logical index of 0.77 for rational consensus of experts and reliability of 0.84 using Cronbach coefficient Alpha method of estimating reliability to compute coefficient of internal consistency. Descriptive statistics (absolute and relative frequencies) was used to summarize data related to providing answers to the research questions. Chi-square statistics was used to test the null hypotheses at 0.05 level of significance. All analyses were done using Statistical Package for Social Science (SPSS).

Results

Research Question 1: To what extent does classroom learning environment influence teaching and learning of English language in Senior Secondary Schools in Kaduna South?

Table 1: Frequency and Percentages for Teachers and Students Responses on environmental influence on teaching and learning of English language

Statements		A	F	R	N	
2	The learning environment of a school largely influence teaching and learning of English language.	Teachers	40 50%	20 0.25%	8 10%	12 15%
		Students	200 62.5%	90 28%	15 4.7%	15 4.7%

3	Classrooms are safe and well ventilated to facilitate teaching and learning of English language.	Teachers	38 47.5%	24 30%	8 10%	10 12.5%
		Students	210 65.6%	90 28.1%	10 3.1%	10 3.1%
4	Students have access to comfortable chairs and desks for learning of English language.	Teachers	42 52.5%	20 0.25%	10 12.5%	8 10%
		Students	210 65.6%	90 28.1%	10 3.1%	10 3.1%
5	The lighting system and sitting arrangement in the classroom is conducive for teaching and learning of English language.	Teachers	45 56.3%	20 0.25%	8 10%	7 8.7%
		Students	205 64.1%	90 28%	10 3.1%	15 18.8%
6	Deteriorating conditions of building and pressures influencing teaching and learning of English language.	Teachers	44 55.0%	16 20.0%	12 15.0%	8 10%
		Students	205 64.1%	85 26.6%	16 5.0%	14 4.4%
7	Deteriorating condition and poor maintenance of school infrastructure are threats to the teaching and learning of English language.	Teachers	40 50%	20 0.25%	10 12.5%	10 12.5%
		Students	220 68.8%	70 21.9%	15 4.7%	15 4.7%

Table 1 shows cross-tabulation frequency and percentages for teachers and students responses on environmental influence teaching and learning of English language in senior secondary schools. Item 2, out of 400 respondents whose opinion were always 40 (50%) represents teachers and 200 (62.5%) represents students, frequently 20 (0.25%) represents teachers and 90 (28%) represents students, rarely 8 (10%) represents teachers and 15 (4.7%) represents student and never 12(15%) represents teachers and 15(4.7%) represents students. Item 3, out of 400 respondents whose opinion were always 38 (47.5%) represents teachers and 210 (65.6%) represents students, frequently 24 (30%) represents teachers and 90 (28%) represents students, rarely 8 (10%) represents teachers and 10 (3.1%) represents student and never 10 (12.5%) represents teachers and

10(3.1%) represents students. Item 4, out of 400 respondents whose opinion were always 42(52.5%) represents teachers and 210 (65.6%) represents students, frequently 20 (0.25%) represents teachers and 90 (28%) represents student, rarely 10 (3.1%) represents teachers and 10 (3.1%) represents students and never 8 (10%) represents teachers and 10 (3.1%) represents students.

Item 5, out of 400 respondents whose opinion were always 45 (56.3%) represents teachers and 205 (64.1%) represents student, frequently 20 (0.25%) represents teachers and 90 (28%) represents student, rarely 8(10%) represents teachers and 10 (3.1%) represents student and never 8 (10%) represents teachers and 15 (18.8%) represents students. Item 6, out of 400 respondents whose opinion were always 44 (55.0%) represents teachers and 205 (64.1%) represents students, frequently 16(20.0%) represents teachers and 85(26.6%) represents students, rarely 12(15.0%) represents teachers and 16(5.0%) represents student and never 8 (10%) represents teachers and 14(4.4%) represents students. Item 7, out of 400 respondents whose opinion were always 40 (50%) represents teachers and 220 (68.8%) represents students, frequently 20 (0.25%) represents teachers and 70(21.9%) represents students, rarely 10 (12.5%) represents teachers and 15(4.7%) represents students and never 10 (12.5%) represents teachers and 15 (4.7%) represents students.

Research Question 2: To what extent does teaching methods influence teaching and learning of English language in Senior Secondary Schools in Kaduna South?

Table 2: Frequency and Percentages for Teachers and Students Responses on Teaching Methods Influence on Teaching and Learning of English Language

Statements		A	F	R	N	
8	The type of teaching methods used by the teachers affects the teaching and learning process.	Teachers	40 50%	20 0.25%	8 10%	12 15%
		Students	200 62.5%	90 28%	15 4.7%	15 4.7%

9	Teacher adopts students-centered method in the teaching and learning of English language to motivate students learning.	Teachers	38 47.5%	24 30%	8 0.1%	10 12.5%
		Students	210 65.6%	90 28.1%	10 3.1%	10 3.1%
10	Teacher adopts cooperative teaching method to enhance the teaching and learning of English language.	Teachers	42 52.5%	20 0.25%	10 12.5%	8 10%
		Students	210 65.6%	90 28.1%	10 3.1%	10 3.1%
11	Teacher employs the use of teaching methods that suits the class to learn better.	Teachers	45 56.3%	20 0.25%	8 10%	7 8.7%
		Students	205 64.1%	90 28%	10 3.1%	15 18.8%
12	Group discussions help improve student's performance of English language.	Teachers	44 55.0%	16 20.0%	12 15.0%	8 10%
		Students	205 64.1%	85 26.6%	16 5.0%	14 4.4%

Table 2 shows cross-tabulation frequency and percentages for teachers and students responses on teaching methods influence teaching and learning of English language in senior secondary schools. Item 8, out of 400 respondents whose opinion were always 40 (50%) represents teachers and 200 (62.5%) represents students, frequently 20 (0.25%) represents teachers and 90 (28%) represents students, rarely 8 (10%) represents teachers and 15 (4.7%) represents students and never 12(15%) represents teachers and 15(4.7%) represents students. Item 9, out of 400 respondents whose opinion were always 38 (47.5%) represents teachers and 210 (65.6%) represents students, frequently 24 (30%) represents teachers and 90 (28%) represents students, rarely 8 (10%) represents teachers and 10 (3.1%) represents student and never 10 (12.5%) represents teachers and 10 (3.1%) represents students. Item 10, out of 400 respondents whose opinion were always 42 (52.5%) represents teachers and 210 (65.6%) represents students, frequently 20 (0.25%) represents teachers and 90 (28%) represents students, rarely 10 (3.1%) represents

teachers and 10 (3.1%) represents students and never 8 (10%) represents teachers and 10 (3.1%) represents students.

Item 11, out of 400 respondents whose opinion were always 45 (56.3%) represents teachers and 205 (64.1%) represents students, frequently 20 (0.25%) represents teachers and 90 (28%) represents students, rarely 8 (10%) represents teachers and 10 (3.1%) represents student and never 8 (10%) represents teachers and 15 (18.8%) represents students. Item 12, out of 400 respondents whose opinion were always 44 (55.0%) represents teachers and 205 (64.1%) represents students, frequently 16(20.0%) represents teachers and 85 (26.6%) represents students, rarely 12 (15.0%) represents teachers and 16 (5.0%) represents students and never 8 (10%) represents teachers and 14 (4.4%) represents students.

Research Question 3: To what extent does instructional resources influence teaching and learning of English language in Senior Secondary Schools in Kaduna South?

Table 3: Frequency and Percentages for Teachers and Students Responses on Instructional Resources Influence Teaching and Learning of English Language

Statements		A	F	R	N	
13	Teacher has access to instructional resources that can enhance teaching learning	Teachers	40 50%	20 0.25%	8 10%	12 15%
		Students	200 62.5%	90 28%	15 4.7%	15 4.7%
14	Teacher employment of teaching aids and learning resources will promote teaching/learning English language	Teachers	38 47.5%	24 30%	8 0.1%	10 12.5%
		Students	210 65.6%	90 28.1%	10 3.1%	10 3.1%
15	Online materials are well integrated into my teaching which encourages teaching and learning of English Language	Teachers	42 52.5%	20 0.25%	10 12.5%	8 10%
		Students	210 65.6%	90 28.1%	10 3.1%	10 3.1%
16		Teachers	45	20	8	7

	Teachers have audio-visual resources to use in teaching English language class which will encourage learning of English language		56.3%	0.25%	10%	8.7%
		Students	205 64.1%	90 28%	10 3.1%	15 18.8%
17	Relevant textbooks are available for teachers use in school library in order to facilitate teaching of English Language	Teachers	44 55.0%	16 20.0%	12 15.0%	8 10%
		Students	205 64.1%	85 26.6%	16 5.0%	14 4.4%
18	Visual and audio visual aids like television and DVD players are used for the teaching and learning of English language to stimulate students' learning	Teachers	40 50%	20 0.25%	10 12.5%	10 12.5%
		Students	220 68.8%	70 21.9%	15 4.7%	15 4.7%
19	Charts and flip charts are used in the teaching and learning of English language to visualize and make learning of English easy	Teachers	40 50%	20 0.25%	8 10%	12 15%
		Students	200 62.5%	90 28%	15 4.7%	15 4.7%
20	The school has got sufficient English teaching and learning materials	Teachers	38 47.5%	24 30%	8 0.1%	10 12.5%
		Students	210 65.6%	90 28.1%	10 3.1%	10 3.1%
21	Availability of teaching and learning materials improves the effectiveness of teaching	Teachers	42 52.5%	20 0.25%	10 12.5%	8 10%
		Students	210 65.6%	90 28.1%	10 3.1%	10 3.1%
22	Presence of learning materials has build students interesting learning of English language	Teachers	42 52.5%	20 0.25%	10 12.5%	8 10%
		Students	210 65.6%	90 28.1%	10 3.1%	10 3.1%
23	Use of variety of materials stimulates students involvement in the learning process	Teachers	45 56.3%	20 0.25%	8 10%	7 8.7%
		Students	205 64.1%	90 28%	10 3.1%	15 18.8%

24	The use of audio visual resources helps make the students to remember the concept for a longer period of time	Teachers	44 55.0%	16 20.0%	12 15.0%	8 10%
		Students	205 64.1%	85 26.6%	16 5.0%	14 4.4%

Table 3 shows cross-tabulation frequency and percentages for teachers and students responses on instructional resources influence teaching and learning of English language in senior secondary schools. Item 13, out of 400 respondents whose opinion were always 40 (50%) represents teachers and 200 (62.5%) represents students, frequently 20 (0.25%) represents teachers and 90 (28%) represents student, rarely 8 (10%) represents teachers and 15 (4.7%) represents students and never 12 (15%) represents teachers and 15 (4.7%) represents students. Item 14 out of 400 respondents whose opinion were always 38 (47.5%) represents teachers and 210 (65.6%) represents students, frequently 24 (30%) represents teachers and 90 (28%) represents students, rarely 8 (10%) represents teachers and 10 (3.1%) represents students and never 10 (12.5%) represents teachers and 10 (3.1%) represents students. Item 15, out of 400 respondents whose opinion were always 42(52.5%) represents teachers and 210 (65.6%) represents students, frequently 20 (0.25%) represents teachers and 90 (28%) represents students, rarely 10 (3.1%) represents teachers and 10 (3.1%) represents students and never 8 (10%) represents teachers and 10 (3.1%) represents students.

Item 16, out of 400 respondents whose opinion were always 45 (56.3%) represents teachers and 205 (64.1%) represents students, frequently 20 (0.25%) represents teachers and 90 (28%) represents students, rarely 8 (10%) represents teachers and 10 (3.1%) represents student and never 8 (10%) represents teachers and 15 (18.8%) represents students. Item 17, out of 400 respondents whose opinion were always 44 (55.0%) represents teachers and 205 (64.1%) represents students, frequently 16 (20.0%) represents teachers and 85 (26.6%) represents students, rarely 12 (15.0%) represents teachers and 16 (5.0%) represents students and never 8 (10%) represents teachers and 14 (4.4%) represents students. Item 18,

out of 400 respondents whose opinion were always 40 (50%) represents teachers and 220 (68.8%) represents students, frequently 20 (0.25%) represents teachers and 70(21.9%) represents students, rarely 10 (12.5%) represents teachers and 15(4.7%) represents students and never 10 (12.5%) represents teachers and 15(4.7%) represents students.

Item 19, out of 400 respondents whose opinion were always 40(50%) represents teachers and 200(62.5%) represents students, frequently 20(0.25%) represents teachers and 90(28%) represents students, rarely 8(10%) represents teachers and 15(4.7%) represents student and never 12(15%) represents teachers and 15(4.7%) represents student. Item 20, out of 400 respondents whose opinion were always 38 (47.5%) represents teachers and 210 (65.6%) represents students, frequently 24 (30%) represents teachers and 90 (28%) represents students, rarely 8 (10%) represents teachers and 10 (3.1%) represents student and never 10 (12.5%) represents teachers and 10(3.1%) represents students. Item 21, out of 400 respondents whose opinion were always 42 (52.5%) represents teachers and 210 (65.6%) represents students, frequently 20 (0.25%) represents teachers and 90 (28%) represents student, rarely 10 (3.1%) represents teachers and 10 (3.1%) represents students and never 8 (10%) represents teachers and 10(3.1%) represents students.

Item 22, out of 400 respondents whose opinion were always 42(52.5%) represents teachers and 210 (65.6%) represents students, frequently 20 (0.25%) represents teachers and 90(28%) represents students, rarely 10 (3.1%) represents teachers and 10 (3.1%) represents student and never 8 (10%) represents teachers and 10 (3.1%) represents students. Item 23, out of 400 respondents whose opinion were always 45 (56.3%) represents teachers and 205 (64.1%) represents students, frequently 20 (0.25%) represents teachers and 90 (28%) represents student, rarely 8 (10%) represents teachers and 10 (3.1%) represents students and never 8 (10%) represents teachers and 15 (18.8%) represents students. Item 24, out of 400 respondents whose opinion were always 44 (55.0%) represents teachers and 205 (64.1%) represents students, frequently 16 (20.0%) represents teachers and 85 (26.6%) represents students, rarely 12(15.0%)

represents teachers and 16 (5.0%) represents students and never 8 (10%) represents teachers and 14 (4.4%) represents students.

Testing of the Hypotheses

Hypothesis 1: There is no significant influence of school learning environment as a factor influencing teaching and learning of English language in Senior Secondary Schools.

Table 4: Chi-square Cross-Tabulation Test of Significant Influence of School Learning environment

	VAR0000 1	df	Asymptotic Sig (2-tailed).
Chi-Square	40.400 ^a	39 8	.000
Likelihood Ratio	56.080 ^b	39 7	.000
Linear Association.	.000 400	1	.000
Valid Cases			
a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 33.3.			

Table 4 shows Chi-square (X^2) cross-tabulation test of significant influence of school learning environment as a factor influencing teaching and learning of English language in Senior Secondary Schools. The X^2 is 40.400, df is 398, P-value .000 is less than 0.05 level of significant (ie $P < 0.05$), the null H_0 was not retained, hence there is a significant influence of school learning environment as a factor on teaching and learning of English language in Senior Secondary Schools in Kaduna South.

Hypothesis 2: There is no significant influence of teaching methods on teaching and learning of English language in Senior Secondary Schools.

Table 5: Chi-square Cross-Tabulation Test of Significant Influence of Teaching Methods

	VAR00001	Df	Asymptotic Sig (2-tailed).
Chi-Square	41.400 ^a	398	.001
Likelihood Ratio	56.080 ^b	397	.001
Linear Association.	.000 400	1	.001
Valid Cases			
a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 33.3.			

Table 5 shows Chi-square (X^2) cross-tabulation test of significant influence of teaching methods on teaching and learning of English language in Senior Secondary Schools. The X^2 is 41.400, df is 398, P-value .001 is less than 0.05 level of significant ($P < 0.05$), the null H_0 was not retained, hence there is a significant influence of teaching methods on teaching and learning of English language in Senior Secondary Schools in Kaduna South.

Hypothesis 3: There is no significant influence of instructional resources on teaching and learning of English language in Senior Secondary Schools.

Table 6: Chi-square Cross-Tabulation Test of Significant Influence of Instructional Resources

	VAR00001	Df	Asymptotic Sig (2-tailed).
Chi-Square	42.400 ^a	398	.001
Likelihood Ratio	56.080 ^b	397	.001
Linear Association.	.000 400	1	.001
Valid Cases			
a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 33.3.			

Table 6 shows Chi-square (X^2) cross-tabulation test of significant influence of instructional resources on teaching and learning of English language in Senior Secondary Schools. The X^2 is 42.400, df is 398, P-value .001 is less than 0.05 level of significant ($P < 0.05$), the null H_0 was not retained, hence there is a significant influence of instructional resources on teaching and learning of English language in Senior Secondary Schools in Kaduna South.

Discussion of Findings

Findings of this study revealed that there is a significant influence of school learning environment as a factor on teaching and learning of English language in Senior Secondary Schools in Kaduna South. This finding is in agreement with the findings of Eboigbe (2019) who examined factors affecting the teaching and learning of English language in senior secondary schools and found that learning environment has a significant influence on the teaching and learning of English language. This finding is not in agreement with the findings of Usman and Kabir (2015) who revealed that there is an unconductiveness of teaching and learning environment in students' schools. Also, the quality of teachers is yet another factor in teaching and learning English, as we observed most of the teachers are not adequately qualified and fully trained to teach English language with applicable and different teaching methods and adequate and modern teaching material/aid are not yet provided in most of the schools, however, insufficient of such facilities do greatly hamper teaching and learning English language.

Findings of this study also show that there is a significant influence of teaching methods on teaching and learning of English language in Senior Secondary School in Kaduna South. This finding is in agreement with the findings of Alaba (2014) who investigated the effectiveness of innovative methods in teaching and learning English language in selected primary schools and showed that pupils that were exposed to Adaptive Interactive Cartoon Animation performed significantly better than those taught English Language using the traditional method. Similarly, the findings revealed that significant influence of methodology of teachings towards

teaching and learning of English language in primary schools. This finding is not in agreement with the findings of Eboigbe (2019) who revealed that teaching methods has a significant effect on the teaching and learning of English language.

Findings of this study revealed that there is a significant influence of instructional resources on teaching and learning of English language in Senior Secondary Schools in Kaduna South. This finding is in agreement with the findings of Adelodun and Asiru (2015) examined the instructional resources as determinants of English Language performance of secondary school high-achieving students and found that instructional resources play a significant role in enhancing performance of high-achieving students in English language. This implies that the use of instructional resources generally improved students' understanding of concepts and led to high academic achievements. This finding is not in agreement with the findings of Nsa, Ikot and Udo (2013) who revealed that there was a significant difference between the performance of students taught with instructional chart and those without and there was significant difference between the academic performance of students taught with instructional pictures and those taught without it.

Conclusion

In view of the findings of this study, it was concluded that the school learning environment, teaching methods and instructional resources have a significant influence the teaching and learning of English language. Instructional resources (both human and material) are necessary ingredients for the attainment of English language objectives, but this study has found that some of these resources are inadequate, while others are adequate in Kaduna state. On the basis of these findings therefore, it could be concluded that students of English language, programme are learning without the necessary and required resources and facilities for teaching and learning, and this may have affected the preparation and performance of the students, over the years.

Recommendations

Based on the findings of this study, the following were recommended:

1. A conducive school learning environment which consists of adequate chairs and desks and good lightening system should be provided in senior secondary schools in Kaduna South Senatorial Zone in order to facilitate effective teaching and learning of English language.
2. Teachers of English language should be sensitized through workshops and seminars on the need to be creative in their use of teaching methods in order to enhance effective teaching and learning.
3. There should be adequate provision of instructional resources which can help facilitate the teaching and learning of English language.
4. Government should endeavor to provide necessary needs for teachers as wells as pupils in order to improve the teaching and learning of English language in primary schools; and instructional materials for teaching and learning of English language should be provided adequately by the school management in order to improve students' performance in English language.

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