Some factors influencing the academic performance of junior high school pupils in English Language: The case of Assin North Municipality, Ghana

D. Oppong-Sekyere¹, F. Oppong-Sekyere² and MM Akpalu¹

¹Bolgatanga Polytechnic, Department of Ecological Agriculture, P. O. Box 767, Bolgatanga, Upper East Region, Ghana.
²GES-Ghana Education Service, Praso M/A Methodist Primary, P. O. Box 8, Konongo-Praso, Ashanti Region, Ghana.

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Academic achievements, like any attainable goal in life, do not come by chance. Men, money and materials (resources) must be combined in an ideal manner to ensure its success. A total number of thirty (30) pupils; eighteen (18) boys and twelve (12) girls, with an average age of 12 years, sampled from the Junior High School two class of Amoakrom, Nyame-bekyere and Ningo basic schools, and eight (8) teachers from Basofi-Ningo circuit in the Assin North Municipality were used for the study. Questionnaires of thirty (30) items each were administered to both teachers and pupils. The study reviewed sex, age and form (class) for the pupils, and sex and age for the teachers. For the pupils, 60% were males; the majority (43.4%), were aged between 11 and 14 with 36.7% recording sibling size of between 7 and 9. Over seventy percent (73.3%) of the pupils responded yes to the availability of textbooks whereas more than half (60%) of the respondents answered yes to the speaking of Pidgin English with peers. Among the teachers, 50% were aged between 20 and 36 years and a minority 12.5% were aged between 37 and 40 years. 62.5% of the teachers answered no to the use of Teaching Learning Materials. 37.5% of the teachers held Senior Secondary School Certificate and Teachers’ certificate ‘A’ respectively while just about one quarter (25%) held a bachelor’s degree. The results revealed that two-thirds (75%) of the teachers found it difficult to understand and teach some concepts in English Language.

Key words: Academic, certificate, municipality, Pidgin English, pupils, resources, sex ratio, teachers, textbooks, questionnaire.

INTRODUCTION

The increasing importance of the English language is largely recognized in Ghana. The English language was introduced as a result of the country’s colonial past in the late 15th century. English is the language of administration, business, medicine, law and other professional careers (Curriculum Research Unit, Ghana Education Service, 1996). This language is used as a medium of instruction in Ghanaian schools except primaries one to three. Thus, it is used as an official medium of expression in all our schools from primary to tertiary level (Curriculum Research Unit, Ghana Education Service, 1996). It is the language of international communication and relations (Combs, 1961; Louhiala-Salminen and Kankaanranta, 2012).

Success in any form of education, training and work generally depends on the ability to comprehend and use the English language effectively and proficiently. For instance, without a good pass in English language, one is not allowed to enter into any tertiary institution of choice no matter how excellent one is in an area of...
specialization. It is for these reasons that English is one of the major subjects of study in Ghanaian schools and expected of all Ghanaians, especially students at all levels of education to learn and use the language proficiently.

The adoption of the English language as an official language has helped to solve the problem which may have arisen in an attempt to choose one of the indigenous languages as a national or official language. English language has fostered national unity since people of different ethnic groups and language background can communicate with one another using a single linguistic medium.

The main aim of teaching English language in our schools is to equip students with the techniques of reading, listening, writing and speaking which are the four basic skills needed in language learning. According to the syllabus for Junior High schools, English language is taught to help pupils to develop the habit of reading, understand and derive information from materials read, to communicate effectively in speech and writing and to develop the desire to create literary materials.

Looking carefully at these aims, it was realized that the government’s efforts at improving the quality of English language in our schools are not yielding substantial results. This can be attributed to inadequate attention on the part of government, the school administration, parents, teachers and students to the use of English language. It has therefore become necessary to research into this situation so that the most common problems faced by pupils in learning the English language can be identified and the appropriate strategies adopted to minimize or solve them.

Statistics based on the performance of students in the Basic Education Certificate Examination (BECEx) over the years indicates that the academic performance of pupils in the English language is below average (Daily Graphic, Sep. 12, 1993). This problem has been a source of worry over the years as English is an important discipline which poses great challenge to learners at all levels. The challenges are even greater at the initial stages of education where the learner is expected to know the fundamentals of the language in order to make a good start. The study aimed, therefore, to identify some contributory factors that lead to pupils’ poor performance in the English Language and suggest ways to minimize them. It is believed that, the results of the study will be significantly beneficial to the Ministry of Education, Ghana Education Service and parents with wards in the Junior High schools.

Moreover, the study will offer useful suggestions and recommendations to curriculum planners which would improve the quality and use of English language.

Furthermore, heads of schools will also benefit from this study because they will get information that would guide them to manage the affairs of their schools effectively towards the achievement of better results in English language.

Finally, it is envisaged that the outcome of this study will serve as the basis for further research work by interested researchers.

MATERIALS AND METHODS

The study was undertaken at the Basofi-Ningo circuit in the Assin North Municipality of the Central Region of Ghana. A total number of thirty (30) pupils and eight (8) teachers were used for the study. Eighteen (18) boys and twelve (12) girls were sampled from the Junior High School two class of Amoakrom, Nyame-bekyere and Ningo basic schools. Their average age was 12 years. Questionnaires of thirty (30) items each were administered to both teachers and pupils based on the problem under study. The research design used was action research.

Sample and sampling procedures

A sample population was selected out of the named Junior High schools. The sample for the study was made up of thirty pupils and eight teachers. The first step in these procedures was the selection of the schools from which the respondents were chosen. The random sampling technique was used to select pupils in the schools; each member of the population, both boys and girls, had an equal chance of being selected to participate in the study, ensuring that no biases were employed in selecting the respondents.

Ten pupils from each school were selected in addition to English teachers.

To ensure uniformity in the quality of the data collected, it became necessary to brief the teachers who were to assist in the data collection, particularly on the purpose of the study. The pupils were also helped by way of explaining some aspects of the questionnaires to them.

The research instruments

The questionnaire was the main instrument used for the collection of data. Two sets of questionnaires were used. These are in Appendices II and III; Appendix II was for the teachers and III was for the pupils. They were made up of thirty questions for both teachers and pupils. Close and open-ended items were constructed and administered. However, the close-ended items outweighed the open-ended items.

All the close-ended questions were meant to elicit straight-forward responses from the teachers and pupils while the open-ended ones gave them the opportunity to add any important responses to the questions asked.

The questionnaire for teachers was made up of thirty questions consisting of six sections with specific functions, which dealt with the different aspects of the topic under study, based on the objectives of the study.

These aspects included demography of the respondents, background of the personnel, methods and strategies for teaching English, adequacy of resources and other learning materials, teachers’ ability to teach all topics and teachers’ ability to help pupils learn the English language.

The questionnaire for pupils was also made up of thirty questions and comprised five sections: demography of pupils, adequacy of resources and materials, pupil’s use of English in relation to teacher’s effort, pupils effort to help themselves learn the English language, parents’ efforts to help pupils learn the English language.
Table 1. Sex distribution of pupils.

<table>
<thead>
<tr>
<th>Sex</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>18</td>
<td>60</td>
</tr>
<tr>
<td>Females</td>
<td>12</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 2. Age distribution of respondents.

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 – 14</td>
<td>13</td>
<td>43.3</td>
</tr>
<tr>
<td>15 – 16</td>
<td>10</td>
<td>33.3</td>
</tr>
<tr>
<td>17 – 20</td>
<td>7</td>
<td>23.3</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 3. Sibling size of pupils.

<table>
<thead>
<tr>
<th>Siblings</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 3</td>
<td>10</td>
<td>33.3</td>
</tr>
<tr>
<td>4 – 6</td>
<td>9</td>
<td>30</td>
</tr>
<tr>
<td>7 – 9</td>
<td>11</td>
<td>36.7</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4. Sex distribution of respondents.

<table>
<thead>
<tr>
<th>Sex</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>5</td>
<td>62.5</td>
</tr>
<tr>
<td>Female</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100</td>
</tr>
</tbody>
</table>

Statistical tools – data analysis

The responses from the data collected from the respondents were analyzed considering one research question at a time and analyzing the data relevant to the particular question. Since the study was purely descriptive, descriptive analysis was used. The principal statistical tool used for analyzing the data was simple percentages which were later presented in the form of tables.

RESULTS

In all, thirty pupils and eight teachers responded to the questionnaires. Data collected from two groups of respondents, teachers and pupils, were analyzed independently.

Analysis of preliminary data of pupils

This section dealt with the background information of the respondents which included sex, age and form (class).

A sample of thirty (30) respondents was selected. It consisted of eighteen (18) males, which represented 60% and twelve (12) females which represented 40%. This is shown in Table 1.

This shows that majority of the pupils were found in the ages ranging between eleven and fourteen years (Table 2).

Form of pupils

All thirty respondents were drawn from Junior High School (J.H.S.) two class.

Analysis of Main Data of Pupils

Family structure and sibling size of pupils, in relation to the broad family of respondents, were examined. Based on this, family size, whom pupils are staying with and the ability of parents to help (facilitate) in the education of their wards, were explored (Table 3).

Siblings are one of the factors that account for differences in children’s educational attainment. Downey (1995) and Yen-Chien et al. (2009) indicate that there is a relationship between sibling size and education. As the member of siblings increase, educational performance decreases. The reason is explained by the resource dilution model.

Availability of textbooks

The findings from item 21 of the questionnaire revealed that 22 (73.3%) of the respondents responded positively and 8 (26.7%) responded negatively.

Speaking Pidgin English with friends

Eighteen (60%) pupils responded positively to speaking Pidgin English among themselves or with peers whereas 12 (40%) responded negatively. This shows that most pupils speak Pidgin English among themselves. This corroborates the findings of Ansu (1984) and Rono, (2012) that peer pressure has an impact on the academic performance of pupils.

Analysis of preliminary data of teachers

This dealt with the background information of the respondents which included age and sex (Table 4).

Table 5 shows the ages of the respondents, and out of the eight, 4 (50%) were between the ages of 20 and 25 and 31 and 36 respectively. Those who fell between ages 26 and 30 represented 3 (37.5%) whilst only one (12.5%) respondent was between 37 and 40 years.
Table 5. Age distribution of respondents.

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 – 25</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>26 – 30</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>31 – 36</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>37 – 40</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 6. Teachers' qualification.

<table>
<thead>
<tr>
<th>Range</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSSC</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>Post-secondary</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>First degree</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100</td>
</tr>
</tbody>
</table>

Analysis of main data of teachers

The qualification of teachers revealed that 3 (37.5%) had Senior Secondary School (SSS) and Post-Secondary (Certificate 'A') Certificates respectively, while the remaining 2 (25%) had a first degree (Table 6).

The use of teaching and learning materials (TLM)

More than sixty percent 5 (62.5%) responded in the negative to the use of TLMs whiles the remaining 3 (37.5) responded positively. This indicates that, the use of TLMs by teachers was less due to its unavailability or lack of motivation by teachers to use them for teaching.

Teachers’ ability to understand and teach the English Language

The results of the study revealed that 6 (75%) of the teachers found it difficult to understand some concepts in English. This therefore had a great influence on pupils' performance. On the other hand, 2 (25%) had less difficulty and were familiar with some concepts in English language. Hence its teaching was less difficult. Teachers either did not employ the recommended methods and strategies for teaching some concepts in English or had little or no idea about teaching those concepts.

DISCUSSION

Concerning family structure and sibling size, the majority (36.7%) of pupils recorded sibling size between 7 and 9. This shows that majority of the pupils had large family sizes; meanwhile their socio-economic backgrounds were poorer. This obviously would make them perform poorly, academically. This is in conformity with Downey’s (1995) resource dilution model which states that, parental resources are finite and that an additional child dilutes the total quantity of resources any one child receives, which in turn decreases their educational output.

On the issue of peer group influence, 60% of pupils contended that they speak Pidgin English with peers.

This means that the majority of the pupils were influenced by their peers in speaking Pidgin English; as a result, their inability to pronounce and write words correctly negatively affects their performance in the language.

As to whether teachers used teaching and learning materials to teach, 5 teachers, representing 62.5% of the teachers responded in the negative whereas the remaining 37.5% responded in the positive. It was realized from the study that the problem pertained to unavailability of library facilities, resource centres and the government’s inability to provide adequate teaching and learning materials to enhance the learning of English.

About 75% of teachers were not specialized in English language. They therefore had difficulty in some aspects in teaching the language; poor methods and strategies were therefore being employed. Only 25% were specialized in the language and were able to teach it very well.

Students’ environmental perception, academic behaviors and theories on how environmental factors influence pupils’ academic performance are numerous. It is believed that the individual’s perception of the elements that constitute the school environment creates some sort of cognitive crisis which tends to evoke good or poor academic behavior from that individual. Child (1984) and Friedberg and Dalenberg (1991) posited that the development of persistent striving for achievement is affected by the patterns of success and failure resulting from solving in the past.

Moreover Weiner’s (1984) attribution theory seeks to reinforce the notion that performance of learners on a given task depends on the level of motivation they have. The intellectual capacities and the type of social and psychological environment from which individuals learn have an influence on the acquisition of the English language by pupils.

In a school where there is harmony, peace and all available facilities, pupils learn their second language with ease.

Combs (1961) and Louhiala-Salminen and Kankaanranta (2012) believe that when the environmental forces are controlled through telling, showing, rewarding, punishing, directing, guiding arranging and manipulating, behavior could be molded or shaped in line with the goal set.

The teacher is the role model in the teaching – learning environment. Sackeyfio (1996) points out that it will not be unreasonable to expect that teachers would, of their free will, have set themselves up as role models for the children. The teachers almost never speak English among themselves hence motivation for students to
communicate among themselves in English is totally non-existent.

According to the Curriculum Research Unit, Ghana Education Service (1996), a research article carried out on class three pupils indicated that teaching required an appropriate attitude. As regards the teaching of reading in lower primary classes, it is essential that the teacher must be a person whose attitude should not inhibit the children’s learning of language skills. The test results strongly suggested that for the teacher’s training to be effective and productive, the questions on attitude change must not be overlooked.

It is worth knowing that the essence of choosing the Junior High school for the study is borne out of the fact that it serves as a transitional point by which the bulk of students either move into higher educational institutions or put an end to their formal education and take up a trade. The urge to further one’s education or put an end to it is, to some extent, influenced by the way pupils are handled by the teachers.

### Pupils’ use of Pidgin English


Identifying the source of errors in his article entitled ‘Error analysis in second language teaching’, Kofi has this to say, ‘Extra moral English, thus, the kind of English spoken outside the walls of the classroom can also be a source of learning errors’. Pidgin English, for instance, can be one such source, if the learner lives in a language community in which Pidgin is either in vogue or serves as the people’s lingua franca.

Gogovi (2001) agrees when he states that upon a careful examination of scripts and exercises, he found that some students were influenced by Pidgin expression instead of Standard English. He then concludes that Senior high School students are obsessed with Pidgin English so that it affects their spoken and written English. Students tend to use ‘dey’ and ‘dem’ in place of ‘they’ and ‘them’ in their written as well as spoken English. Pidgin also greatly affects consistency in the choice of their verbs. They therefore make a lot of tense errors. This assertion is also corroborated by the research findings of Yankson (1991).

### The family

According to Ansu (1984) and Rono (2012), the family can help or impede the process of education; some of these differences, for example, the size of the family and the nature of relations within it are supposed to influence the academic performance of the child.

Family size is likely to affect the learning process of the child at home, because it is assumed the larger the family, the less attention the mother (or better still, the parents) can give to her individual children (Marijoribanks and Mboya, 2000). Family size is known to differ from society to society (Dollar, 2007; Ansu, 1984). It may be argued that in a larger family, the child is likely to receive adult company and guidance which may help his speech and psychomotor development.

Relation within the family may also influence the child’s mental health and personality traits which will be closely related to his academic performance. A child may be brought up in a family in which one of the parents is absent due to death, divorce, desertion or separation. A broken home can prove to be a great obstacle to a child’s ability and motivation to succeed academically, deprive him of valuable parental help, encouragement and guidance and lead him ultimately to seek psychological sustenance and security outside the family.

Downey (1995) and Yen-Chien et al. (2009) indicate that there is a relationship between sibling size and education. He asserts that as the number of siblings increase, educational performance decreases. The reason is explained by the resource dilution model Downey (1995), which posits that parental resources are finite and that additional children dilute the total quantity of resources any one child receives, which in turn decreases their educational output. This model has been a widely accepted explanation for the inverse association between sibling size and educational attainment.

### Lack of funding

In the Saturday March 26, 2000 edition of the Daily Graphic, Professor Ivan Addae Mensah stated that there is a need to review funding of the educational sector in Ghana, in order to channel more resources into basic education. He said if this was done, it would improve the quality of education. He said that government subventions for the Primary and Junior High Schools were 51.3 and 53.3 dollars per child per annum respectively. The subvention is inadequate to provide pupils with quality education which subsequently affects their performance.

### The textbook factor

The study revealed inconsistency in the supply of textbooks for a particular period. Lack of or inadequate textbooks in the schools were also found to impede students’ proficiency in the use of the English language. The issue of text books and other materials was emphasized when The West African Examinations Council.
(WAEC) appealed to schools to enable pupils to perform better in exams. The council attributed the poor performance of candidates in many subjects to a poor command and imprecise use of the English language.

Social stratification

According to Ansu (1989), one of the most important social factors that bear on academic achievement is the system of social stratification; and this refers to the arrangement of the members of a society into categories and groups based on superiority in terms of specific criteria (Dollar, 2007). Kwame Nkrumah, in the same book (pp.162-163), established social class as the possession of major instruments of production and distribution and the means of establishing political dominance. He distinguished, for instance, the petty bourgeoisie in rural areas as farmers owning land and employing labour, that of urban areas as comprising small traders, merchants and craftsmen.

One way in which the family can impinge on the educability of the child is through the environment in which it is associated. It is true that some of the correlates of a poor environment may be found even in well-to-do families, but life conditions of those generally poor who do unskilled manual jobs are marked by a pattern of disadvantages which are too pronounced to be missed by a careful observer.

According to the same writer, other factors remaining the same means children of such families are more likely to be born in crowded home often lacking normal amenities such as baths, electricity, running water or even a place of convenience. The homes are in most cases poorly furnished and have very little to offer the children for imaginative play. The food available is often insufficient and nutritionally unbalanced. The clothes worn may not offer adequate protection and comfort against extreme climate.

Gerard D, Barbara L (1984) in Nigeria contrasted the life style of rich educated families with that of poor and uneducated families. Her conclusion was that children of the educated elite were taller, heavier and healthier. It was additionally noted that life in the elite families was focused on children’s academic performances, judged in terms of excellence and long term goals, for children’s careers were carefully planned and executed.

Conclusion

Since child training is a joint responsibility of parents and teachers (home and school), parents should see themselves as partners in promoting education. So that the factors resulting in poor performance of pupils in the English Language, as identified in this research: large sibling size, lack of funding or resources, improper use of or inadequate supply of textbooks, pupils’ use of Pidgin English, poor methods and strategies for teaching English by teachers and social stratification, could be minimized or eliminated completely. Responsibilities must therefore not be placed on teachers alone. Parents fulfill their responsibilities to ensure that their children are given the necessary education they deserve as the leaders of tomorrow. There is also the need for pre-service and or in-service training to be organized periodically for prospective or working English teachers. The government needs to revise its policy on the supply of school textbooks and other instructional materials with the view to bridging the ever-widening gap in resource demands and mobilization for effective teaching and learning in all schools. Moreover, the Parent-Teacher Associations should pull resources together to build well equipped libraries and encourage pupils to use them. Finally, the publication of textbooks by private Ghanaians for sale should be encouraged so that pupils can have easy access to them.

REFERENCES


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September 13, p.11.
APPENDICES

APPENDIX I: QUESTIONNAIRE FOR ENGLISH TEACHERS

A research is conducted to identify the factors that influence the academic performance of pupils in English language in Junior High School. Please tick the appropriate response you select. You may write in the spaces provided where necessary. Thanks for your cooperation.

Section A
Demography of respondents

1. Sex: [ ] Male [ ] Female

2. In what age range do you fall?
   [ ] 20 – 25 years
   [ ] 26 – 30 years
   [ ] 31 – 40 years

3. Name of School: …………………………………………………

4. How long have you been teaching in the school?
   [ ] Under 3 years
   [ ] 4-6
   [ ] 7-8
   [ ] Any other, specify ………………………………………..

Section B
Background of Personnel

5. What is your qualification
   [ ] Post-Secondary
   [ ] Diploma
   [ ] A-level
   [ ] First Degree
   [ ] Any other, specify…………………………………………

6. What is your area of specialization?
   [ ] English
   [ ] Social Studies
   [ ] Science
   [ ] Vocational
   [ ] Any other, specify……………………………………..

7. How many English language teachers are there in your school? …………………

Section C
Methods and Strategies for Teaching

8. What method do you often use to teach English?
   [ ] Discussion
   [ ] Demonstration
   [ ] Role Play
   [ ] Lecture
   [ ] Any other, specify……………………………………..

9. How often do you administer class assignment(s)?
   [ ] After every lesson
   [ ] Once a week
   [ ] Twice a week
   [ ] Any other, specify……………………………………..

10. Do you use Teaching-Learning Materials (TLMs) to teach?
    [ ] Yes
    [ ] No
    [ ] Optional
    [ ] If yes, give reasons…………………………………………

11. If no, give reasons…………………………………………

12. How do you motivate your students when teaching?
    [ ] Use of teaching aids
    [ ] Use of teaching methods
    [ ] Use of assignments
    [ ] Use of rewards
    [ ] Any other, specify……………………………………..

Section D
Adequacy of Resources and Materials

14. Do you have a language laboratory?
    [ ] Yes
    [ ] No

15. Do you have a fully equipped library?
    [ ] Yes
    [ ] No

16. What teaching-learning materials are available for teaching English?
    If any, specify:
    [ ] Fully equipped
    [ ] Poorly equipped
    [ ] Averagely equipped

17. How will you describe English language in relation to the various equipment needed?
    [ ] Fully equipped
    [ ] Poorly equipped
    [ ] Averagely equipped

Section E
Teachers’ ability to teach all topics

18. Are some areas under English difficult to understand and teach?
    [ ] Yes
    [ ] No

Any other, specify…………………………………………
19. What is your perception about the volume of the English syllabus?
   Overloaded [ ]
   Normal [ ]
   Under loaded [ ]
   Undecided [ ]
   Any other, specify [ ]

20. Are you able to complete all the aspects of the syllabus before B.E.C.E.?
   Yes [ ]
   No [ ]

21. Do you sometimes find it compelling to explain some concepts in the local language?
   Yes [ ]
   No [ ]
   Any other, specify: [ ]

22. What is your medium of instruction when teaching English?
   Vernacular [ ]
   English [ ]
   Others [ ]

23. If vernacular, give reasons: [ ]

Section F

Teachers’ ability to help students

24. Do pupils speak English to peers?
   Yes [ ]
   No [ ]
   Not always [ ]

25. Do you correct students when they speak incorrect English?
   Yes [ ]
   No [ ]

26. Do you speak English to pupils all the time?
   Yes [ ]
   No [ ]
   Not always [ ]

27. If no, give reasons: [ ]

28. If yes, give reasons: [ ]

29. Do you allow pupils to read on their own?
   Yes [ ]
   No [ ]

APPENDIX II: QUESTIONNAIRE FOR PUPILS

Section A

Demography of pupils

1. Sex:
   Male [ ]
   Female [ ]

2. In what age range do you fall?
   11 - 14 years [ ]
   15 - 16 years [ ]
   17 - 20 years [ ]

3. Name of School: [ ]

4. What is your class? [ ]

5. What is your tribe? [ ]

6. What language do you speak at home? [ ]

7. How many siblings do you have? [ ]

Section B

Adequacy of Resources and Materials

8. Do you have enough textbooks?
   Yes [ ]
   No [ ]

9. Does your teacher use Teaching-Learning Materials (TLMs) to teach?
   Yes [ ]
   No [ ]

10. Do you have a fully equipped library?
    Yes [ ]
    No [ ]

11. How often are you permitted to go there to read?
    Very often [ ]
    Often [ ]
    Not at all [ ]

12. Does your teachers use play cards, television, tapes and blackboard effectively?
    Yes [ ]
    No [ ]
    Any other, specify [ ]

13. Does the government provide you with necessary materials e.g. chalk, tables, chairs, etc.
    Yes [ ]
    No [ ]

Section C

Pupils’ Use of English in Relation to Teacher’s Effort
14. Do your teachers communicate with colleagues in English?
   Yes [ ]
   No [ ]

15. Does your teacher speak English to you all the time?
   Very often [ ]
   Often [ ]
   Not at all [ ]

16. Does your teacher correct you when you speak incorrect English?
   Yes [ ]
   No [ ]

17. During English lessons, does your teacher use English to teach?
   Yes [ ]
   No [ ]

Any other, specify ..............................................

18. How many exercises does your teacher give you?
   After every lesson [ ]
   Once a week [ ]
   Twice a week [ ]

Section D
Students' Efforts to Learn English

19. What do you do on vacation?
   Read a lot [ ]
   Watch video [ ]
   Help parents [ ]
   Any other, specify ..............................................

20. Do you speak English with peers?
   Yes [ ]
   No [ ]

21. If yes how often?
   Very often [ ]
   Often [ ]
   Not quite often [ ]

22. Do you speak pidgin with friends?
   Yes [ ]
   No [ ]
   Any other, specify ..............................................

Any other, specify ..............................................

Section E
Parents' Efforts to Help Pupils

24. Do you stay with both parents?
   Yes [ ]
   No [ ]

25. If no, who are you staying with?
    

26. Do your parents speak English with you in the house?
   Yes [ ]
   No [ ]

27. Do your parents provide the relevant books for you?
   Yes [ ]
   No [ ]

28. Do your parents help you with your homework?
   Yes [ ]
   No [ ]

29. What is the educational level of your parents?
   Post-Secondary [ ]
   A-level [ ]
   Diploma [ ]
   J. H. S. leaver [ ]
   Any other, specify ..............................................

30. What work do your parents do?
    
   Employed [ ]
   Unemployed [ ]
   If employed, specify [ ]