

## Factors influencing the implementation of English language curriculum among school types in selected senior secondary schools in rivers state, Nigeria

Hillary Wordu<sup>1</sup>, Comfort Chisa Paul-Damgbor<sup>2</sup>

<sup>1,2</sup> Department of Educational Foundations, Faculty of Education, Rivers State University, Port Harcourt, Nigeria

### Abstract

The study examined the factors influencing the implementation of English Language curriculum among school types in selected Senior Secondary Schools (SSS) in Rivers State, Nigeria. The study adopted descriptive survey design. Four objectives, four research questions and four hypotheses guided the study. The population of the study comprised 660 teachers. A sample size of 403 teachers was used for the study which represents 61 percent of the population. The instrument used for data collection was a questionnaire designed by the researchers. The instrument was validated by three experts and test-retest method was used to determine the reliability of the instrument. Pearson's product moment correlation coefficient of 0.85 was calculated as the reliability. Mean and Standard deviation were used to answer the research questions while z-test statistics was used to test the hypotheses at 5% level of significance. Findings of the study shows that, schools in the urban and rural areas stick to the implementation of English Language curriculum, private schools do not engage qualified teachers, public secondary schools ensure the implementation of English Language and Boarding schools do well in implementation of English Language curriculum than Day schools. The researchers recommended that Urban and Rural schools should strive hard to improve their practice in implementing English Language Curriculum, Private and Public schools should ensure implementation of English Language curriculum, Day and Boarding Schools should implement English Language Curriculum and Mixed and Single Schools should as well implement English Language Curriculum.

**Keywords:** curriculum, Questionnaire, implementation, Language

### Introduction

Schools are established primarily for teaching and learning. School is an educational institution where people of different ages acquire education. Examples of some institutions are pre-primary schools, primary schools, secondary schools (Mkpa, 2013) <sup>[11]</sup>. They provide a large variety of learning environments and learning spaces. School types range from public to private schools. Secondary schools in Nigeria irrespective of their types are expected to function in accordance with the attainment of the national education curriculum. As such, students are expected to pass their final examination as a proof of academic performance. In actualizing educational achievement of students, the Federal Ministry of Education in the National Policy on Education (2013) articulated what the curriculum of the various levels of education should be in Nigeria. This includes the English Language curriculum for senior secondary schools.

Onwuka (2014) <sup>[18]</sup> posited that curriculum is a total experience with which the school deals with, in educating the young people. Also, Mkpa (2013) <sup>[11]</sup> sees curriculum as a vehicle through which the school strives towards the achievement of educational goals; be it those of the national, local government or even the community schools. The content of the English Language for example, at all levels of education consists of the four language skills which include reading, writing, speaking and listening. These skills consist of vocabulary and comprehension, summary, grammar, oral English, lexis and structure, essay and letter writing. It is based on this content that different schemes and topics for different classes are developed. Baldeh (2014) and Otagburuagu (2012) <sup>[20]</sup> stated that language is a vehicle of

communication.

Curriculum is one of the concepts that are mostly used when issues concerning the school are discussed. This is as a result of the importance of curriculum in the school system and the society at large (Jeremiah and Alamina, 2017) <sup>[9]</sup>. Curriculum implementation entails putting into practice the officially prescribed courses of study. The putting of the curriculum into practice requires an implementation agent. The teacher is identified as one of the agents in the curriculum implementation process. Implementation takes place as the learner acquires the planned or intended experiences, skills, knowledge, ideas, values and attitude that are aimed at enabling the same learner to function effectively in the society. The teacher, the learner, teaching and learning materials, the teaching environment, as well as the school management all constitute major players at the implementation stage. This is why curriculum implementation is seen as the daily activities of school management and classroom teacher in the pursuit of the achievement of the objectives of the school curriculum.

Obeta (2014) <sup>[14]</sup> explained that curriculum involves all the process taken to ensure that as individual learner is passing through the school, the school is also passing through the learner. Professionally speaking, Tanner and Tanner (1975) <sup>[22]</sup>, as cited by Okoro (2015) <sup>[17]</sup> saw curriculum as planned and guided learning experience and intended learning outcome, formulated through the systematic reconstruction of knowledge and experience under the auspices of the school, for the learners' continuous and willful growth in personal social competence. Curriculum also involves all the experiences a student garners in school under the tutelage of a teacher. It is the total learning activities or

educative experiences which an educational institution offers, through its education programmes designed to meet specific objectives.

Amuzo (2017)<sup>[4]</sup> in his study on the relationship between availability of expert teachers and implementation of secondary school curriculum in Nigeria found that quality and quantity of teachers significantly affect the implementation of curriculum in Nigeria schools; especially, at the secondary school level. Nwiyi and Uriah (2017)<sup>[12]</sup> in their study also discovered that teachers in secondary schools are inadequate and unqualified in most cases and as such, implementation of the curriculum becomes difficult as some did not go through teachers' training institutions. They observed that most teachers came into the teaching profession as the last resort due to lack of job, and cannot render or offer quality services; hence implementation of the curriculum is hampered. Offorma (2015)<sup>[15]</sup> opined that the vocational and technical subjects are not effectively implemented as most of the subjects are not offered due to lack of teachers and workshops for practical work, and further noted that where there are teachers, the delivery is usually theorized because of lack of competence on the part of the teachers.

English Language has been one of the core subjects in Nigeria secondary school curriculum. Kedcity (2010)<sup>[110]</sup> unraveled that the aim of English Language curriculum is to (i) broaden and deepen the language competences of students through basic education, (ii) develop the students' interest and confidence in the studying of English Language and also gain mastery of the subject matter; (iii) expand the students' knowledge on the understanding of various cultures in which English Language is anchored; (iv) developing and preparing students for advance studies, others skills for combating the changing knowledge based on technology, entrepreneurship, etc.

Similarly, there are some rationales for learning the English Language; one of which is English Language being a Language of global communication. English Language has become a veritable tool for information and knowledge assessment worldwide. It also helps individuals in developing right values and attitudes, establishes and maintains relationships with people, increases their understanding of different cultures, as well as widens their world views. Akogwu (2018)<sup>[3]</sup> further opined that English Language is a Language of international business, trade and professional communication. It plays an important role in fostering learners abilities needed for life-long learning, creativity, problem-solving, innovation, as well as adjusting to the frequent /unpredictable changes and demands a society gives. In addition, English Language creates a world for leisure and entertainment for learners. The mastery of English Language thus becomes very important to learners in Nigeria particularly Rivers State as it brings about new possibilities in intellectual development, social development, cultural understanding, educational attainment, advancement in career; and individual personal fulfillment.

Secondary school prepares students for higher education (Oputa and Obiekwe, 2015)<sup>[19]</sup>. It brings connection between primary and higher education levels; designed for a period of six years (i.e. Junior Secondary 1 to Senior Secondary School 3) and attempts moulding students into great young men and women. Secondary school type could be urban or rural, public or private, boarding or day, as well

as mixed or single. Urban secondary schools are located mainly in cities and towns while the rural secondary schools are located mainly in villages near the student parents. Public schools in Nigeria have the Federal, State, and Local Governments as their proprietors while the private schools have individuals, organizations or associations as their owners and sponsors. Boarding school typifies a school where students are provided with accommodation to live in school hostel within the school environment during school term. Boarding schools could be full-boarding or the mixture of both boarders and day students that attend the institution by day and return to their different homes after school hours (Ahmed, Oliver and Danmole, 2017)<sup>[2]</sup>. Day school is that school where students attend studies and return to their homes after school hours without any form of hostel accommodation. Both boarding and day schools may be owned either privately or publicly. Single schools are prepared for a particular sex; that is, male only or female only, while mixed schools are designed for both sexes. It is expected however, that they comply with the recommended English language curriculum for uniformity and academic excellence of students. The study thus attempts to investigate the implementation of English Language curriculum among these school types in Rivers State: The types are urban, rural, public, private, boys only, girls only and mixed.

### Statement of the Problem

Despite the huge amount of money invested in education, implementation and achievement of the educational curriculum is still a major challenge, as lack of qualified and non-specialist teachers in English Language contribute to poor achievement of educational outcomes and goals in schools in Rivers State. Curriculum is a veritable vehicle through which education is attained. The secondary school curriculum as presently implemented is far from achieving the goals of secondary education. Teacher quality has to do with the professional qualification of teachers. The teacher must possess the teaching qualifications to enhance his instructional delivery process. A major setback in effective curriculum implementation is the problem of unqualified teachers, especially specialist teachers in English Language subjects. Sofalaham (2012)<sup>[21]</sup> noted that junior secondary school level, due to shortage of teacher, the requirement of two Nigerian languages is no longer strictly observed. Again Ajibola (2008) observed that most of the teachers in the secondary schools are not qualified to teach English Language introduced in the curriculum.

Learning environment has been identified as one of the major problems in curriculum implementation in senior secondary schools in Nigeria. Nigeria secondary schools have poor learning environment as such performance is very poor. Hence, a conducive learning environment must be created for the realization of the objectives of education in secondary schools. Good learning environment promotes quality education. Such environment goes beyond good classrooms, libraries, laboratories, hostels, and teachers' attendance to workshops and conferences. It includes adequate social environment policies and practices, which prohibit students and teachers' harassment, examination malpractice, cultism and its associated violence. According to Ogbodo (2016)<sup>[16]</sup> it connotes good academic culture. Education in Nigeria is associated with inadequate funding from the Federal, State and Local governments (Nwiyi,

2012) [13]. The state of the secondary schools lack of workshop, conference etc prove the fact that the secondary schools in terms of facilities, classrooms, and equipment are inadequately funded far below the UNESCO estimation of 26% budgetary allocation to education which affects the curriculum implementation in Nigeria secondary schools. Teachers are identified as agents in the curriculum implementation process. Again, lack of adequate instructional materials and ineffective teaching method are factors responsible for poor implementation of English Language in some senior secondary schools in Rivers State. This study therefore attempts to investigate how English language curriculum is being implemented among the various secondary schools types in Rivers State.

### Purpose of the Study

The purpose of this study is to investigate the factors influencing the implementation of English Language curriculum among the school types in selected Senior Secondary schools in Rivers State. The specific objectives are to investigate:

1. The teacher factors influencing the implementation of English Language curriculum (ELC) among the Urban and Rural school types in selected Senior Secondary schools (SSS) in Rivers State.
2. The learner influencing factors on the implementation of ELC among the public and private school type in selected SSS in Rivers State.
3. The resource materials/facilities factors influencing the implementation of ELC among the Boarding and Day school types in selected SSS in Rivers State.
4. The assessment/evaluation factors influencing the implementation of ELC among the Mixed and Single school types in selected SSS in Rivers State.

### Research Questions

The following research questions were used to guide the conduct of the study

1. To what extent do teacher factors influence the implementation of ELC among the urban and rural school types in selected SSS in Rivers State?
2. To what extent do learner factors influence the implementation of ELC among the public and private school types in selected SSS in Rivers State?
3. To what extent do resource materials/ facilities factors influence the implementation of ELC among the Boarding and Day school types in selected SSS in Rivers State.
4. To what extent do assessment/evaluation factors influencing the implementation of ELC among the Mixed and Single school types in selected SSS in Rivers State?

### Hypotheses.

The following hypotheses will be tested at 0.05 level of significance

1. There is no significant difference in the teacher factors influencing the implementation of ELC among the urban and rural school types in selected SSS in Rivers State.
2. There is no significant difference in the learner factors influencing the implementation of ELC among the public and private school types in selected SSS in Rivers State.
3. There is no significant difference in the resource material/facilities factors influencing the implementation of ELC among the Boarding and Day school types in selected SSS in Rivers State.
4. There is no significant difference in the assessment/evaluation factors influencing the implementation of ELC among the Mixed and Single school types in selected SSS in Rivers State.

### Methodology

The study adopted survey design to investigate the extent to which school types influenced the curriculum of English Language in Senior Secondary Schools in Rivers State, Nigeria. A population of 660 teachers (214 males and 446 females), covering the following school types: Public versus Private, Urban versus Rural, Boarding versus Day, and Mixed versus Single schools in the three Local Government Areas (Obio/Akpor, Etche and Omuma). A sample of 403 teachers, which represents 61% of the population was selected, using purposive (non-probability) Sampling technique.

The instrument used for data collection is a researcher's constructed structured questionnaire. The items of the questionnaire were rated on a 4 - point Likert Type Scale of Very High Extent (VHE) - 4 points, High Extent (HE) - 3 points, Low Extent (LE) - 2 points and Very Low Extent (VLE) - 1 point. The questionnaire, before administration, was validated by three experts drawn from the fields of Curriculum and Instruction, Educational Measurements and Evaluation, and English Language Studies. The questionnaire was further subjected to a Reliability test, using the test- retest method. The two sets of result were correlated using the Pearson's Product Moment Correlation statistics, which yielded a coefficient of 0.83.

The copies of the questionnaire were distributed to the teachers (respondents) through their email addresses supplied by the Secretary, Rivers State Post Primary Schools Board. The completed and retrieved copies of the questionnaire were analyzed using Weighted Mean and Standard Deviation to answer the research questions, while the null hypotheses were tested using Z-test statistics at 0.05 level of significance.

### Results.

**Research Question 1:** To what extent do Teacher factors influence the implementation of ELC among the Urban and Rural school types in selected SSS in Rivers State?

**Table 1:** Mean Response on How Teacher Factors influence the implementation of ELC among the Urban and Rural school types in selected SSS in Rivers State

S/N	Options	Urban (N=322)			Rural (N=81)		
		$\bar{x}_1$	SD <sub>1</sub>	RMK	$\bar{x}_1$	SD <sub>2</sub>	RMK
Teacher Influencing Factors							
In-Service Training							
1.	Teacher Update skills with changing trends in teaching English Language	3.24	0.43	HE	3.62	0.74	VHE
2.	Teacher accepts integration of new concepts in Eng Language teaching.	3.91	0.29	VHE	3.62	0.74	VHE
3.	Improve mode of teaching	3.31	0.47	HE	3.50	0.73	VHE
4.	Teacher covers curriculum contents in English Language	3.55	0.54	VHE	3.62	0.74	VHE
5.	Teacher provides rich resources in English Language teaching.	3.76	0.43	VHE	3.8	0.44	VHE
6.	Teachers meet needs of learners of different abilities	3.76	0.43	VHE	3.5	0.73	VHE
Teacher's Workload							
7.	Teachers are provided to teach specialized skills and knowledge in English Language.	3.71	0.46	VHE	1.85	1.22	LE
8.	Adequate number of staff are provided to facilitate curriculum implementation process	3.88	0.47	VHE	2.06	1.4	LE
Teachers Personality							
9.	Teacher's spoken language provide a model for students	3.71	0.46	VHE	3.41	0.72	HE
10.	Effective Communication ability is provided and demonstrated for students.	3.58	0.66	VHE	3.32	0.81	HE
11.	The experience of the teacher counts.	3.82	0.55	VHE	3.93	0.25	VHE
Grand Mean		3.66	0.47	VHE	3.29	0.77	HE

Source: Researcher's Field Result, 2020

Table 4.1 shows the responses of respondents on how teacher factors influence the implementation of ELC among the uBan and Rural school types in selected SSS in Rivers State. The result shows that the Urban Schools have a grand mean of 3.66. That falls into the region of Very High Extent of ELC implementation. The Rural Schools with a grand mean of 3.29 only shows High Extent of the ELC implementation. Item from the respondents in both urban

and rural schools were all higher than the decision mean of 2.5 an indication that Teachers factors influence the implementation of ELC in the selected SSS in Rivers State.

**Research Question 2:** To what extent do learner factors influence the implementation of ELC among the Public and Private school types in selected SSS in Rivers State.?

**Table 2:** Mean Response on How Learner Factors influence the implementation of ELC among the Public and Private School Types in selected SSS in Rivers State

S/N	Options	Public (N=322)			Private (N=81)		
		$\bar{x}_1$	SD <sub>1</sub>	RMK	$\bar{x}_1$	SD <sub>2</sub>	RMK
Learner Influencing Factors							
Learner's Attitudes:							
1.	The learner's attitude in English language lesson shows high level of understanding		0.41	VHE	3.43	0.49	HE
2.	Student's attendance to english classes are high.	3.49	0.72	HE	3.93	0.25	VHE
3.	Learners demonstrate good positive habit for effective learning in the subject.	3.95	0.30	VHE	3.49	0.50	HE
4.	Learners participate in all class homework their English language lessons.	3.42	0.63	HE	3.56	0.53	VHE
Pears Influence							
5.	Learners participate in group assignments in English Language lessons.	3.55	0.74	VHE	3.78	0.41	VHE
6.	Learners communicate in oral English Language practice. Effectively.	3.65	0.75	VHE	3.78	0.41	VHE
7.	I and my friends do not like the English teacher	3.80	0.40	VHE	3.55	0.77	VHE
8.	Learners written English demonstrate mastery levels.	3.64	0.59	VHE	3.87	0.39	VHE
Teaching Methods							
9.	Learners different learning abilities is handled	3.95	0.30	VHE	3.43	0.50	HE
10.	Learners centered method is always use	3.49	0.63	HE	3.93	0.25	VHE
Home Background							
11.	Parents provides enough reading materials in the subject	3.49	0.74	HE	3.49	0.50	HE
12.	Parents/guardians show much interest in their ward's academic endeavors	3.60	0.76	VHE	3.56	0.53	VHE
13.	Parents are regularly in touch with the school authority to monitor their ward's progress reports in English Language lessons	3.49	0.74	HE	3.78	0.41	VHE
Grand Mean		3.64	0.59	VHE	3.66	0.46	VHE

Source: Researcher's Field Result, 2020

Data in Table 4.2 shows the responses of the respondents on how learner factors influence the implementation of ELC among the public and private school types in selected senior SSS in Rivers State. The result shows that the grand means for both Public and Private schools were all higher than the decision mean of 2.5 (that is 3.64, and 3.66 > 2.50), an indication that learner factors influence to a Very High Extent the implementation of ELC in both Public and Private share the same opinion that to a very high extent

public and private school types in SSS in Rivers State. This is further confirmed by the items by item analyses with mean ratings for both groups higher than the bench mark of 2.5 with low standard deviations which describes the homogeneity of responses.

**Research Question 3:** To what extent do resource material/ facilities factors influence the implementation of ELC among the Boarding and Day school types in selected SSS

in Rivers State?

**Table 3:** Mean Responses on how Resource Material/Facilities factors influence the implementation of ELC among Boarding and Day School types in selected SSS in Rivers State.

S/N	Options	Boarding (N=322)			Day (N=81)		
		$\bar{x}_1$	SD <sub>1</sub>	RMK	$\bar{x}_1$	SD <sub>2</sub>	RMK
<b>Resource Material/Facility Influencing Factors</b>							
1.	Schools are provided with adequate facilities such as classrooms, language laboratories, audio aids, etc.	3.51	.79	VHE	3.49	0.50	HE
2.	Oral English language resources are provided for students for class practice.	3.85	.40	VHE	3.56	0.53	VHE
3.	Students performance in English Language is impressive.	3.80	.45	VHE	3.78	0.41	VHE
4.	School provides opportunities for extra curriculum activities like Debating, Press clubs, etcl to encourage performance in English.	3.65	.62	VHE	3.78	0.41	VHE
5.	Television and virtual conference programmes are provided for students listening.	3.95	0.30	VHE	3.43	0.50	HE
6.	Libraries are equipped with current English language textbooks	3.49	0.74	HE	3.78	0.41	VHE
7.	Use of Pigeon English amongst students in school is prohibited.	1.82	1.22	LE	3.49	0.50	HE
8.	There is availability and quality of resource materials and availability of appropriate facilities in the senior secondary schools	2.02	1.39	LE	3.56	0.53	VHE
9.	Reading of Literature in English textbooks are regularly assigned to students	3.40	0.74	HE	3.78	0.41	VHE
10.	Parents provide adequate and relevant textbooks in English Language for their wards	3.29	0.83	HE	3.78	0.41	VHE
11.	The government provides adequate number of resources material/material needed for teaching and learning of English Language in the schools	3.80	0.40	VHE	3.55	0.77	VHE
12.	There is enough manpower in all the senior secondary school	3.64	0.59	VHE	3.87	0.39	VHE
	Grand Mean	3.35	0.71	HE	3.65	0.4	VHE

Source: Researcher’s Field Result, 2020

Table 4.3 shows the responses of respondents on how resource materials/facilities factors influence the implementation of ELC among the Boarding and Day school types in selected SSS in Rivers State. The result shows that the grand mean for each above item in both Boarding and Day schools were all higher than the decision mean of 2.5. Also, the two grand means (that is 3.35, 3.65 > 2.50), an indication that resource materials/facilities factors influencing the implementation of ELC in the Boarding school type shows High Extent while it is Very High Extent

in the Day school type in selected SSS in Rivers State. This is further confirmed by the items by item analyses with mean ratings for both groups higher than the bench mark of 2.5 with low standard deviations which describes the homogeneity of responses.

**Research Question 4:** To what extent do assessment /evaluation factors influence the implementation of ELC among the Mixed and Single school types in selected SSS in Rivers State?

**Table 4:** Mean Response on how assessment/evaluation Factors influence the Implementation of ELC in Mixed and Single School Types in the selected SSS in Rivers State.

S/N	Option	Mixed (N=322)			Single (N=81)		
		$\bar{x}_1$	SD <sub>1</sub>	RMK	$\bar{x}_1$	SD <sub>2</sub>	RMK
<b>Assessment/Evaluation influence Factors:</b>							
1.	Teachers provide continuous assessments for the English Language lessons	3.93	0.26	VHE	3.49	0.50	HE
2.	Teachers provide summative evaluation at every end of English Language lessons.	3.45	0.50	HE	3.56	0.53	VHE
3.	Teachers provide Students with feedback in their work at the end of each assignment	3.93	0.26	VHE	3.78	0.41	VHE
4.	Assessment covers the contents of the English Language curriculum.	3.55	0.54	VHE	3.22	0.41	HE
5.	Assessments adopt Table of Specifications to ensure adequate coverage of the English Language curriculum.	3.76	0.43	VHE	3.71	0.58	VHE
6.	Assessment covers both theoretical and practical contents of the English Language curriculum.	3.76	0.43	VHE	3.75	0.50	VHE
	Grand Mean	3.73	0.40	VHE	3.59	0.49	VHE

Source: Researcher’s Field Result, 2020

Table 4.4 shows the responses of respondents on how assessment/evaluation factors influence the implementation of ELC among the Mixed and Single school types in selected SSS in Rivers State. The result shows that the grand mean for each item in of the extent of implementation among the Mixed and Single school types are all higher than the decision mean of 2.5. Also, the overall grand mean (that is 3.73, 3.59 > 2.50), an indication that both groups share the same opinion that to a high extent mixed and single school types influence the implementation of ELC selected

SSS in Rivers State. This is further confirmed by the items by item analyses with mean ratings for both groups higher than the bench mark of 2.5 with low standard deviations which describes the homogeneity of responses.

**Test of Hypotheses**

**Ho<sub>1</sub>:** There is no significant difference in the extent of teacher factors influencing the implementation of ELC among the Urban and Rural school types in selected SSS in Rivers State.

**Table 5:** Z-test Analysis of responses on the extent of Teacher Factors influencing the implementation of ELC among the Urban and Rural School Types in the Selected SSS in Rivers State

Variables	N	$\bar{X}$	SD	df	Level of sign.	Z-cal	Z-crit	Remarks
Urban Schools	322	3.66	0.47					
				401	0.05	2.984	1.96	Rejected
Rural Schools	81	3.29	0.77					

Source: Researcher’s Field Result, 2020 Accept  $H_0$  if  $z_{cal} \leq z_{crit}$ ; Otherwise, Reject

Table 4.5 above shows that the z-calculated of 0.456 is less than the z-critical of 1.96 at 0.05 level of significance. This implies that the null hypothesis 1 is thereby rejected and therefore, concluded that there is significant difference on the mean rating of teacher factors influencing the implementation of ELC curriculum among the Urban and

Rural School types in selected SSS in Rivers State.

**H<sub>02</sub>:** There is no significant difference in the extent of learner factors influencing the implementation of ELC among the public and private school types in selected SSS in Rivers State.

**Table 6:** Z-test Analysis of Respondents on the extent of Learner Factors influencing the implementation of ELC curriculum among the Public and Private School Types in Selected SSS in Rivers State

Variables	N	$\bar{X}$	SD	df	Level of sign.	Z-cal	Z-crit	Remarks
Public Schools	384	3.64	0.59					
				401	0.05	-0.182	1.96	Accepted
Private Schools	19	3.66	0.46					

Source: Researcher’s Field Result, 2020 Accept  $H_0$  if  $z_{cal} \leq z_{crit}$ ; Otherwise, Reject

Table 4.6 above indicates that the z-calculated of -0.032 is less than the z-critical of 1.96 at 0.05 level of significance, hence the null hypothesis 2 was rejected and the conclusion is that there is no significant difference on the mean rating on learner factors influencing the implementation of ELC among the Public and Private school types in selected SSS

in Rivers State.

**H<sub>03</sub>:** There is no significant difference in the extent of resource materials/facilities factors influencing the implementation of ELC among the Boarding and Day school types in selected SSS in Rivers State.

**Table 7:** Z-test of Analysis of Respondents on the extent of Resource Material/Facility Factors influencing the implementation of ELC among the Boarding and Day School Types in Selected SSS in Rivers State

Variables	N	$\bar{X}$	SD	df	Level of Sign.	Z-cal	Z-crit	Remarks
Boarding Schools	33	3.35	0.71					
				401	0.05	-2.381	1.96	Rejected
Day Schools	370	3.65	0.48					

Source: Researcher’s Field Result, 2020 Accept  $H_0$  if  $z_{cal} \leq z_{crit}$ ; Otherwise, Reject

Table 4.7 above revealed that the z-calculated of 1.10 is less than z-critical of 1.96 at 0.05 level of significance. This shows that the hypothesis 3 is therefore not accepted. That is to conclude that there is no significant difference in the mean rating on the materials/facilities factors influencing the implementation of ELC among the Boarding and Day school types in selected SSS in Rivers State.

Table 4.8 reveals that the z-cal of 2.75 is greater than the z-critical of 1.96 at 0.05 level of significance, hence the Null Hypothesis 4 is thereby rejected and the conclusion is that there is a significant difference on the mean rating on the extent of assessment/evaluation factors influencing the implementation of ELC among the Mixed and Single school types in selected SSS in Rivers State

**H<sub>04</sub>:** There is no significant difference in the extent of assessment/evaluation factors influencing the implementation of ELC among the Mixed and Single school types in selected SSS in Rivers State.

**Findings of the Study**

The summary of finding was based on the analyzed data and the hypotheses tested. The findings are as follows

**Table 8:** Z-test analysis of Respondents on the extent of Assessment/Evaluation Factors influencing the implementation of ELC among the Mixed and Single School Types in Selected SSS in Rivers State

Variables	N	$\bar{X}$	SD	df	Level of sign.	Z-cal	Z-crit	Remarks
Mixed School	282	3.73	0.40					
				401	0.05	2.75	1.96	Rejected
Single School	121	3.59	0.49					

Source: Researcher’s Field Result, 2020 Accept  $H_0$  if  $z_{cal} \leq z_{crit}$ ; Otherwise, Reject

1. Teacher Factors influencing the implementation of the ELC were found to be in the region of Very High Extent in the Urban Schools while in the Rural Schools the level of implementation was High Extent.
2. Learner factors influencing the extent of implementation of the ELC were found to be Very High Extent in both the Public and Private School types
3. Resource materials/facilities factors influencing the ELC were found to be High Extent in Boarding Schools while in the Day Schools it was found to be Very High Extent
4. Assessment/evaluation factors influencing the implementation of ELC were found to be Very High Extent in both the Mixed and Single School types.

### Discussion of Findings

This study examined factors influencing the implementation of English Language curriculum among School Types in selected SSS in Rivers State.

It was confirmed from the findings that Teacher Factors in urban school types to a very high extent influence the implementation of ELC in selected SSS in Rivers State. While in the rural is high. Although, it was confirmed by the test of hypothesis that there is significant difference in the mean rating urban and rural school types on the implementation of ELC in selected SSS in Rivers State. This view or finding is in collaboration with Ozigi (2008). The researcher revealed that the implementation of ELC to some extent influence the quality of teachers in urban and rural SSS. Also, that the class size of urban and rural senior secondary schools affects the effectiveness of the implementation of the school curriculum.

The study also indicated that learner factors is very high in both public and private public and private school types influence the implementation of ELC in selected SSS in Rivers State. The researcher opines that learner's attitudes towards English language lessons in public and private schools influence the implementation of curriculum.

The study shows that resource material/facility factors influence is very high in boarding school types while in the day school types, it is high in the implementation of ELC in selected SSS in Rivers State.

The findings still shows that assessment/evaluation factors in both mixed and single school types to a very high extent influence the implementation of ELC in selected SSS in Rivers State.

### Summary

The study focused on factors influencing the implementation of ELC among School Types in selected SSS in Rivers State. The factors under investigation include: The extent teacher factors in urban and rural school types influence the implementation of ELC, the extent learner factors in public and private school types influence the implementation of ELC and how resource materials/facilities factors in mixed and single school influence the implementation of ELC and finally how assessment/evaluation factors in Boarding and Day School types influence the implementation of ELC in selected SSS in Rivers State.

In order to achieve the study, four (4) objectives of the study, research questions and hypotheses were formulated to guide the conduct of the study. The study population comprises the teachers from selected SSS with a population size of 660 teachers while the sample size is 403 teachers using purposive sampling technique. The instrument used for data collection is a structured questionnaire while the data were analysed using mean and standard deviation and null hypotheses were tested using Z-test at 0.05 level of significant.

### Conclusion

This study examined factors influencing the implementation of ELC among School Types in selected SSS in Rivers State. Evidence from the study indicates that teacher's factors in Urban and rural school types influenced the implementation of ELC. The study also concludes that learner factors in Public and Private school types influence the implementation of ELC. It was still observed from the

study that resource material/facility factors in boarding and day school type influence the implementation of ELC and also concludes that assessment/evaluation factors in Mixed and Single school types influenced the implementation of English Language curriculum in SSS in Rivers State.

### Recommendations

Based on the aboe findings the following recommendations were made;

1. Urban Senior Secondary school types that were very high in the implementation of ELC should improve and sustain on their good work, the Rural schools should work harder to overcome their implementation challenges.
2. Public and Private schools with very high extent of implementation of the ELC should continue to improve on what they are doing
3. Boarding secondary schools should implement curriculum more. While the day school with very high extent of implementation performance should continue to improve.
4. Mixed and Single Schools should both sustain their very high extent performance in the implementation of English Language curriculum.

### References.

1. Agaps CIO. The impact of Literature on students' performance in English language. Journal of the English Language Teachers' Association of Nigeria ELTAN. 2012; 20(6):24-30.
2. Ahmed MA, Oliver NE, Danmole BT. Comparison of boarding and day senior secondary school students' performance in Biology in Owo, Ondo State, Nigeria. Asia Pacific Journal of Education, Arts and Sciences, 2017, 4(3).
3. Akogwu MM. English language teaching in rural areas: A scenario and problems and prospects in context of Bangladesh. Australian International Academic Centre, 2016, 7(3).
4. Amuzo NO. Conditions of learning. New York: Holt Reinhart and Winston, 2010.
5. Anene GU. Home environment and the academic performance of a child. Journal of Home Economic Research. 2015; 6(1):99-100.
6. Baldeh G. The teacher's role as a leader in natural development: A philosophical appraisal. A Seminar Paper Presentation. University of Port Harcourt, 2014.
7. Federal Ministry of Education. National Policy on Education, Abuja: NERDC, 2011.
8. Hassan T. Understanding research in education. Lagos: Merrifield Publishing Company, 1995.
9. Jeremiah RA, Alamina FO. Classroom management. Ondo: Ife Oluwa Enterprise Nigeria Limited, 2017.
10. Kedcity J. Investing in the future: setting educational priorities in the developing world. Paris: 1 TEP and Pergonion Press, 2010.
11. Mkpa S. Some aspects of school management. Lagos: Educational Industries Nigeria Ltd, 2013.
12. Nwiyi D. In-service training for teachers. West African Journal, 2012, 15(3).
13. Nwiyi MD, Uriah NA. Comparing the objectives and themes of the integrated and basic sciences curricula of junior secondary schools (JSS). Journal of the Science Teachers' Association of Nigeria, 2017.

14. Obeta AO. Home environment factors affecting students' academic performance in Abia State, Nigeria. Rural Environment Education Personality, 2014.
15. Offorma PA. Improving the teaching and learning of the English language in the rural area in Nigeria. Journal of the World Council for Curriculum and Instruction. 2012; 3(2):9-15.
16. Ogbodo M. Creative activities for young children: Fourth edition. Duke University: Delmar Publishers Inc, 2014.
17. Okoro C. English Language Teaching and Learning in Primary School: Theoretical and Methodological Perspectives, 2015.
18. Onwuka PI. Gender main streaming in science education in tertiary institutions. International Journal of the Forum for African Women Education. 2016; 3(2):60-63.
19. Oputa M, Obiekwe R. Sociology theme and perspectives. Slough: University Tutorial Press, 2015.
20. Otagburuagu OC. Academic Performance of Secondary School Students: the effect of home environment. Nigeria: Double Gist Publishers, 2013.
21. Sofalaham O. Education in Nigeria, 2012. [en.wikipedia.org/wiki/edu.ng](http://en.wikipedia.org/wiki/edu.ng)
22. Tanner S, Tanner A. Secondary education in Nigeria. Ile-Ife: University of Ife Press, 1975.